

# BUSINESS EDUCATION WORLD

Contents  
OCTOBER  
1951

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OF MICHIGAN  
SEP 23 1951  
PERIODICAL  
READING ROOM

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## BUSINESS SCENE

■ **Up, up, up, up, up**—That's about as briefly as the business forecast can be expressed.

• **Sixth-round wage increases** of nearly 7 per cent are forecast in Washington by the persons in charge of stabilizing our economy. They base that figure on expected price trends and what's known of union intentions.

The experts calculate that basic rates will push up about 5 per cent, because of the Government policy of tying wage controls to living-cost rises. Then, too, there will be fringe benefits, such as more liberal vacations, improvements in pension, health, and welfare funds. These will add another per cent or two, for the sixth-round total of about 7 per cent.

• **The Bureau of Labor Statistics** cost-of-living index last January was 181.5. By late summer the figure was at 185.5; the forecast for December is 190, which is roughly a 5 per cent increase over the January figure. So, wages tied to cost-of-living figures are expected to reach for that 5 per cent.

• **Food prices** still have an upward trend, but only a moderate rise is expected between now and January. The OPS rates prospects as follows: *Bread* will go up between one and five cents, for bakers are switching from a six- to a five-day week. *Milk*, now at ceiling, will rise another cent or so. *Butter* will hold steady, especially since margarine competition now is very strong. *Eggs* will hold fairly steady except for the usual seasonal changes.

*Beef* will hold at or near ceiling, with pressure for higher prices on the high grades but not on the lower grades, which must compete with pork. *Pork* prices may ease off a bit, under pressure of heavy marketings from a record hog crop. *Poultry* production is up, so prices will probably stay under ceilings.

• **Consumer rationing** is not in sight. Food and clothing are ample. Real scarcities, if they do come short of war, will show first in durable goods, such as autos and appliances. Washington will be slow to ration even these; no one relishes the responsibility of saying who gets an auto.

■ **On the Credit Front**—Installment sales are slow, despite relaxation of Regulation W; so, some merchants are cutting corners to push home appliances.

• **Trade-ins** in lieu of cash down, without an actual trade-in made, are one gimmick.

• **Letting customers** use an allowed



MEMBERS OF THE NEWEST CHAPTER of Delta Pi Epsilon, at Pennsylvania State College, include: (first row) Brunis Fellman, John Aichele, Murray Watts, Corresponding Secretary Margaret Sahlaney, Treasurer Rae Leos, Recording Secretary Marjorie Mattern, Historian Louise Westrick, President John Hanna, Faculty Sponsor James Gemmell, Clyde Klinger, Eugene Bucher; (second row) Margaret McCern, Elizabeth Miller, Dorothy Kiehle, Loyola Sullivan, Margaret McMahon, Darlene Smith, Kathleen Shea, Anne Holthan, Edward Grundy, Sidney Culbertson, Emily Hedden, Florence Gill, June McLaughlin; (third row) William Olsen, Ellen Maynard, Sarah Hess, Jean Marie Swanson, Alice Ehrenfeld, Edith Shrensky, Anna Jane Hawkins, John Surra, Frank Ghessie, William Selden, Harrison Cameron, Marion Fosdick, Elizabeth Levy, Joseph Pallone, Paul Strunk, Dorothy Radziak, Harold Kramer, Mary Brickner, and Walter Rygiel. Not shown: Vice-President Mary Norton and Raymond Schell.

15 per cent price cut as a down payment is another gimmick.

The Federal Reserve Board may prosecute—has its lawyers studying these installment-pushing aids. Penalties could include jail and fines, although the Board might be content to revoke licenses for credit sales.

■ **Up, up, up in Taxes, Too**—Your favorite accountant, who has probably been following closely the income-tax debates in Congress, can tell you pretty closely what your personal income tax is likely to be next year; it will probably be a little more than a 10 per cent increase over what you are paying now.

• **What are the odds?** The House-approved bill would hike the U. S. income-tax burden by \$7.2 billion a year. The Senate-approved version would hike the load \$5.5 billion. The final bill will probably be a compromise arrangement that adds \$6-plus billion.

To the individual taxpayer, the increase looks like this: Suppose you are married and have two children—

If your income is	\$3,000	\$5,000	\$8,000	\$10,000
You now pay	120	520	1,152	1,592
The House would make it	135	585	1,296	1,791
The Senate would have it	133	577	1,279	1,767

The difference between the two proposed tax bills is greater in the top brackets. If your income were \$1 million, for example, you now pay

\$857,456 in taxes; the House would make that an even \$900,000, whereas the Senate would save you some \$32,000 by taxing you \$868,667.

• **Whatever the final figure**, you can be fairly certain that it will stay put for the next two years; leaders of both the Republican and Democratic parties have agreed to keep taxes off the election-year Congressional calendar. Indeed, unless something like an all-out war comes along, this year's bill is supposed to be the last increase on personal income taxes.

• **Trick Formula.** The Senate Committee, in trying to find a simple way to state the tax increase, has come up with two unusual methods of expressing the arithmetic.

(1) The taxpayer can figure his taxes on the basis of the present law and then simply add 11 per cent to them.

(2) The taxpayer can figure his taxes on the basis of the present law, then determine his net take-home pay, then take another 8 per cent bite out of his net take-home pay and hand it over to the Treasury.

You have to have a \$50,000 income to make the first method better than the second.

■ **Things Businessmen Are Talking About—**

• **New England won't get its new steel mill after all.** Back in January, the prospects of New England's getting a steel mill seemed a cinch. The Government had issued a "certificate of necessity" to make construction of the mill possible. A council of New Englanders

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started shopping for a steel corporation to set up and operate the new project and hired an industrial firm to make a market survey.

The survey backfired, and despite three revisions and counter analyses, the forecast for the success of the mill was glum. Bethlehem Steel, the one firm that had taken an option on building the mill pending the outcome of the market survey, relinquished the option. And no one else wants it.

• *Dudley LeBlanc*, Louisiana's medicineman and state senator, told the press that he had sold his high-octane elixir, *Hadacol*, to a group of eastern businessmen for \$8 million cash plus \$100,000 a year salary for 15 years. His original capital investment was \$4,000. Why sell? He could pocket the difference as "capital gain" with a top tax rate of 25 per cent.

Doctors are winning because it is reported that one of the purchasers is the little-known Tobey Maltz Foundation of New York City, an obscure group that identifies itself with cancer research; does this mean, doctors ask, that someone is going to claim that *Hadacol* is a cancer remedy?

• *One of the fabulous stories* of America's industrial ingenuity has been created by the Cadillac division of General Motors. On August 15, 1950, Cadillac moved into the huge Air Force storage building adjacent to Cleveland's airport, hauled out the 39-million-pound stack of bagged beans stored there, and hauled in assembly-line machinery. On March 27, 1951, the first of a parade of T41 Walker Bulldog tanks lumbered out of the new factory.

• *Executives' salaries* are way, way up from what they were in 1940, but not nearly far enough: the increase in cost of living and in the tax bite leaves most top executives with less in their wallets than they had in 1940.

In the last decade, salaries of top executives in 567 companies surveyed by the National Industrial Conference Board rose 75 per cent, while cost of living increased 60 per cent and taxes also went up sharply. The NICB figures that a man who made \$100,000 in 1940 would have to make \$225,000 in 1949, or even more today, to maintain the same standard of living—which would be 125 per cent increase instead of the real 75 per cent. Converting top salaries into terms of per cent of sales, executives' salaries in all industries (other than hosiery) represent a smaller per cent than in 1940.

The effect of inflation has been to increase the number of executives making \$100,000 or more: In 1940, only 88 of 1,701 executives covered by the survey reached the \$100,000 figure; in 1949, the number was 196.

• *There's a new racket* in the "cou-





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☐ **Take Time to Make Time** (black and white). Principles of motion and time study applied to home-making. 85 frames. 26 minutes. \_\_\_\_\_

☐ **How Does She Do It?** (black and white). Motion and time study of cleaning a refrigerator. 130 frames. 22 minutes. \_\_\_\_\_

☐ **Spending Your Food Dollars** (black and white). How to buy food. 78 frames. 25 minutes. \_\_\_\_\_

☐ **Buying Processed Foods** (in color). How to buy flours, cereals, canned and frozen foods. 39 frames. 12 minutes. \_\_\_\_\_

☐ **Buying Dairy Products, Food Fats and Oils** (in color). Describes forms and qualities. 45 frames. 12 minutes. \_\_\_\_\_

☐ **Buying Meats, Fish, Poultry and Eggs** (in color). Identifies cuts and forms. Discusses quality characteristics. 53 frames. 15 minutes. \_\_\_\_\_

☐ **Buying Fruits and Vegetables** (in color). Emphasizes quality factors. 52 frames. 15 minutes. \_\_\_\_\_

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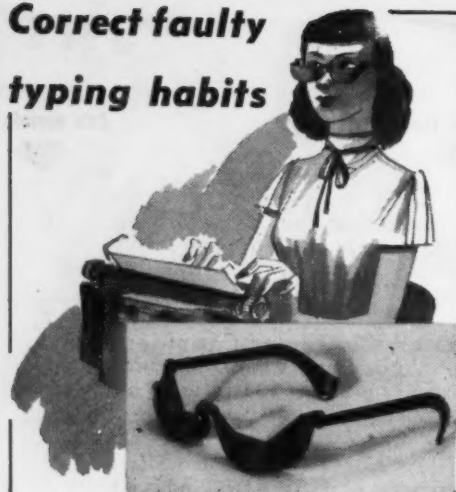
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pon" field, the New York Better Business Bureau has reported. Coupons, some of them with a redemption value of as much as 21 cents on certain foods, are stolen in the mails and then sold to grocers at a discount. One wholesaler paid out \$50,000 on redemptions. BBB says the racket is costing wholesalers about \$1 million a year.

• *Life insurance companies* have paid out about \$10 million on death claims covering Korean War casualties. The Institute of Life Insurance reports that some 8,000 policies were involved. However, such payments accounted for less than 1 per cent of all death benefit payments in that period.

• *The "buying scare" appears to be over.* In July, 1950, the month of Korean scare buying, Americans withdrew \$44 million from savings deposits. In July, 1951, savings deposits increased \$57 million. As of the end of July, Americans had more than \$20.5 billion in savings accounts.

#### ■ Business Entrepreneurs—

• *Do you like chop suey and chow mein?* If you do, you know the "Chun King" brand of canned suey. It's the product of a company started in Duluth (lots of onions and celery around Duluth) by Jeno F. Paulucci, who now processes and distributes more than a dozen varieties of Oriental-American foods. He started his firm in 1947 in a Quonset hut, with 20 employees; now he has a plant suitable for the work of 250 employees, as well as ownership of three related companies. And he is 33.

• *Denver is the biggest city* without a TV station, although the transcontinental microwave relay system of AT&T passes through and over Denver. Now two Denver theatre operators have discovered a bonanza: They have arranged to "tap" the programs flowing by and show them in two Denver theaters, the Broadway and the Paramount. The entrepreneurs are John and Harris Wolfberg, who hope to have the Broadway Theater equipment (it costs between \$30,000 and \$40,000 for installing large-screen TV equipment) installed in time for the World Series. If they do, a Denver radio columnist says he'll settle for the hot-dog concession to those standing in line.

## GROUPS

#### ■ New Leaders Elected—

• *Oregon Business Education Association:* MRS. INEZ LOVELESS (Williamette H.S., Eugene), president; MYRTLE HAYES (Grants Pass H.S.), vice-president; ENID BOLTON (The Dalles H.S.), secretary-treasurer; and RALPH SNYDER (Roseburg H.S.), corresponding secretary.

• *Inland Empire Education Association, Business Education Division:* ALAN KNOLL (Washtucna, Washington, H.S.), president; CHARLES WINCHELL (Coeur d'Alene, Idaho, H.S.), vice-president; and LORRAINE SCHWARTZ (John Rogers H.S., Spokane), secretary.

• *Idaho Business Education Association:* MRS. MARCIA W. BRADLEY (Boise Senior H.S.), president; HAZEL MARY ROE (Boise Junior College), vice-president; and MRS. HELEN PAYNE (Twin Falls H.S.), secretary-treasurer. At recent meeting presided over by OPAL DELANCEY, speakers were DR. T. C. YERIAN (Oregon State College) on How Schools and Business Can Co-operate; and R. H. SESSIONS, of the Boise chapter of N.O.M.A.

• *Georgia Business Education Association:* ELISABETH ANTHONY (Jordan Vocational H.S., Columbus), president; GERALD ROBINS (University of Georgia, Athens), vice-president; GLADYS HOLCOMB (Gainesville H.S.), secretary-treasurer.

■ **Brother Kieran Ryan, New CBEA President**—The Catholic Business Education Association held its sixth annual convention in conjunction with the National Catholic Education Association in Cleveland at the end of March.

• *College-level* sectional meetings centered on accreditation, comprehensive examinations, and the evaluation of textbooks and reading lists. By-product: A committee headed by DR. OSCAR C. SCHNICKER (University of Detroit) will prepare a list of books on Christian thought to be recommended as required reading for all majors in economics, business management, and allied fields.

• *High school-level* sectional meetings centered on the status of secretarial studies, the need for vocational guidance in business education, and methods of providing career information. By-product: A committee headed by SISTER M. IMMACULATA (Mt. Mercy College, Cedar Rapids) will prepare a series of "Why" leaflets to be used as typewriting tests and to be distributed widely for their informative values.

• *Recommendations* growing out of the convention include (a) endorsing a "Workshop on the Teaching of Christian Business Principles" for the summer of 1952; (b) urging Catholic universities to offer master's programs in business education; (c) urging that CBEA regional units be organized in western United States and Hawaii; and (d) suggesting research to shorten the training time in working up efficiency in shorthand dictation and transcription.

• *New CBEA officers* are: BROTHER KIERAN RYAN (St. Edward's University, Austin, Texas), president; SISTER M. DOROTHY (Bishop McDonnell Memorial H.S., Brooklyn), vice-president; SISTER MARY GREGORIA (Mundelein College),





**D. E. STUDENT** Mildred Pang, Roosevelt High School, Honolulu, demonstrates her training (and merchandise: "Aloha Shirt") to Clyde Humphrey, specialist for Business Education in the U.S. Office of Education. Mr. Humphrey spent two weeks visiting stores, offices, and schools in Maui, Kauai, Oahu, and Hawaii with the islands' retail-selling and office-training co-ordinators.

executive secretary; **SISTER M. IMMACULATA** (Mt. Mercy College, Cedar Rapids), treasurer; **BROTHER PHILIP** (St. Leonard's Academy, Brooklyn), publications director; and **REVEREND CHARLES B. AZIERE** (St. Benedict's College, Atchison, Kansas), editor of the *C.B.E. Review*.

■ **Conference Calendar—**

• **October 12-13:** Annual meeting of Tri-State Business Education Association, Roosevelt Hotel, Pittsburgh; **RAY MORGAN**, president.

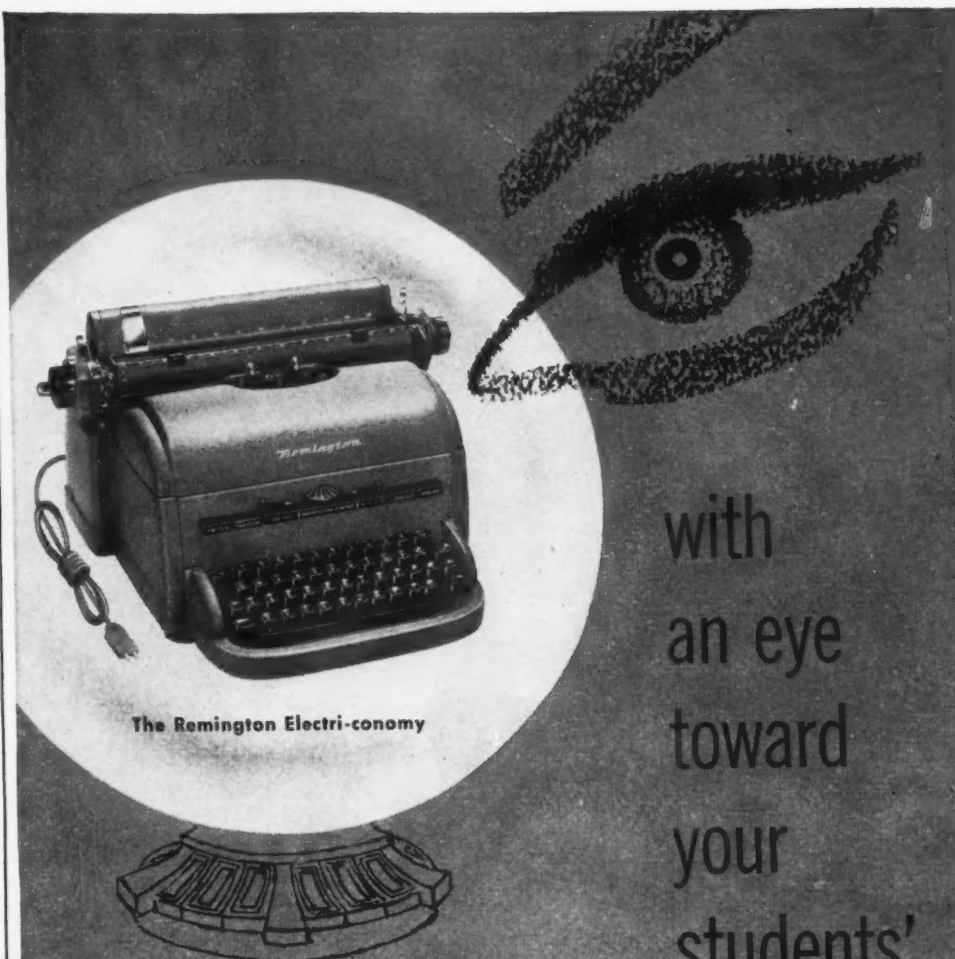
• **October 10:** University of Connecticut (Storrs); **FRANK H. ASH**, chairman.

• **October 20:** Fall meeting of New England Business College Teachers Association, Hotel Bradford, Boston; **HENRY H. TROW**, president.

• **November 22-24:** Annual meeting of Southern Business Education Association, Edgewater Gulf Hotel, Edgewater Park, Mississippi; **DR. JOHN MOORMAN**, president.

■ **The Exam for Certifying Professional Secretaries—**The Institute for Certifying Professional Secretaries, headed by Dr. Irene Place (University of Michigan) and sponsored by the National Secretaries Association, conducted its first CPS exams on August 17 and 18. Testing centers and number of applicants tested at each center are:

Hunter College, New York City	93
Los Angeles City College	13
Northwestern University	30
Ohio State University	38
Queens College (Charlotte, N.C.)	7
Syracuse University	11
Texas Western College (El Paso)	3



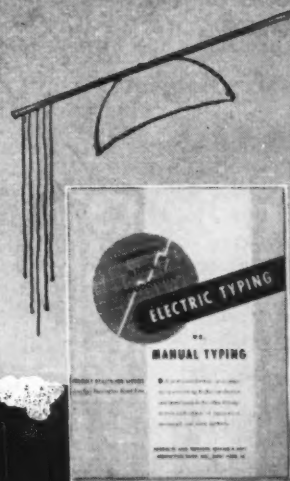
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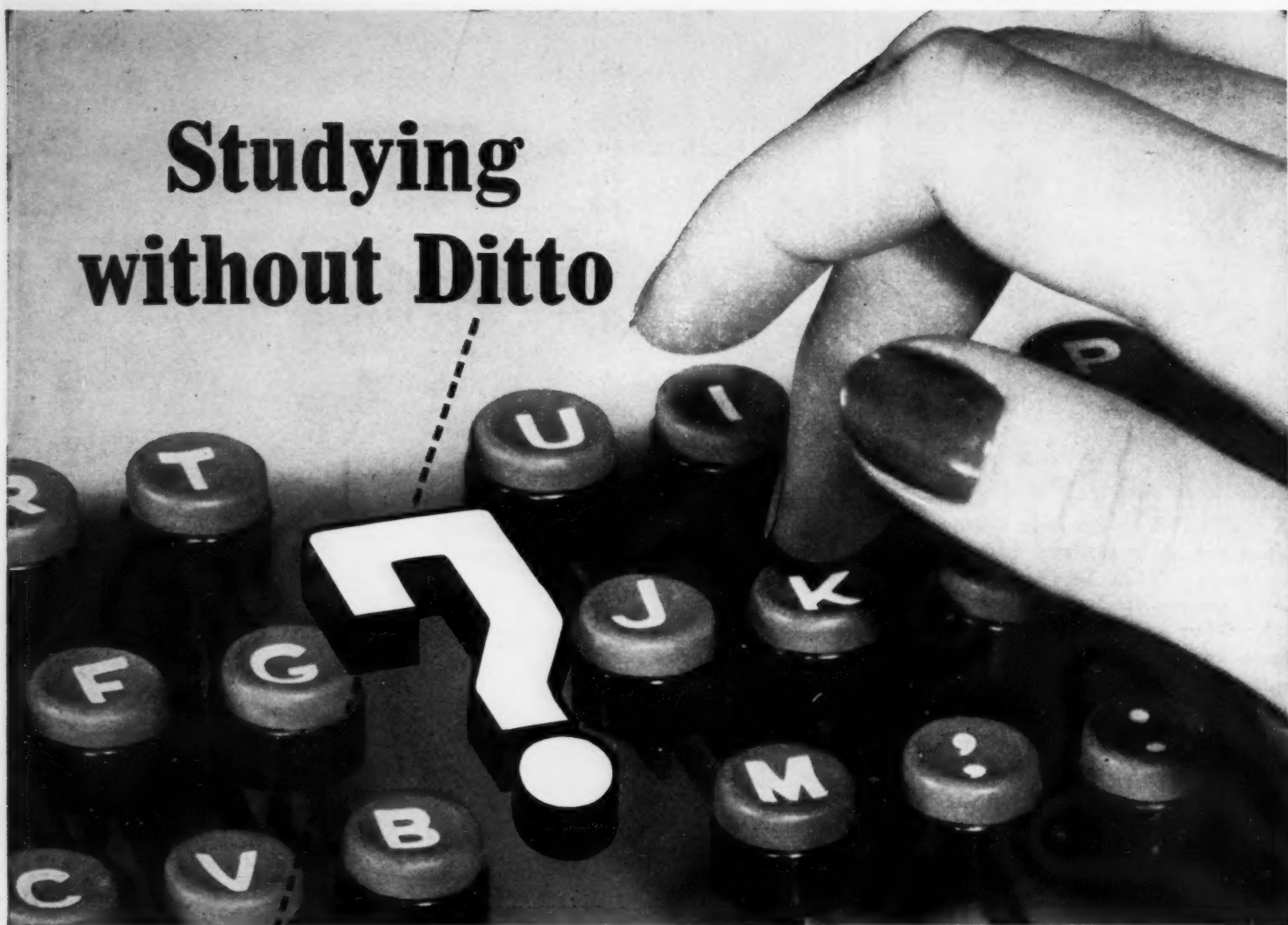
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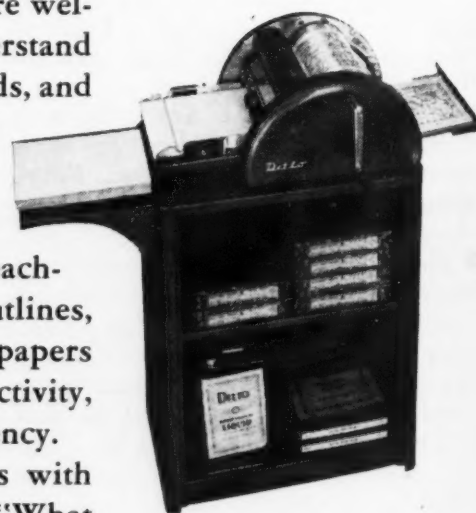
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University of Denver	14
University of Houston	25
University of Michigan	21
University of Minnesota	4
University of Oregon	1
University of Washington	5
University of Wichita	6

Total, 15 centers ..... 287

The Institute expects to have results ready for reporting by January. About 3,000 secretaries inquired about the certification test and some 400 applied for it.

■ **Three New Delta Pi Epsilon Chapters**—Within the past few months, Delta Pi Epsilon, national honorary graduate fraternity in business education, has installed chapters in three more teacher-training centers:

• **Upsilon Chapter**, at the University of Mississippi, on May 12, with Professor Lytle Fowler as faculty sponsor.

• **Phi Chapter**, at the University of Minnesota, on June 2, with Dr. Ray G. Price as faculty sponsor.

• **Chi Chapter**, at Pennsylvania State College, on July 27, with Dr. James Gemmell as faculty sponsor.

The complete roster of chapters:

Alpha	New York University
Beta	Oklahoma A. & M.
Gamma	University of Pittsburgh
Delta	University of Cincinnati
Epsilon	Boston University
Eta	University of Denver
Zeta	Woman's College, N. Carolina
Theta	University of Indiana
Iota	Syracuse University
Kappa	University of Michigan
Lambda	Northwestern University
Mu	University of Tennessee
Nu	University of Kentucky
Xi	University of Florida
Omicron	University of Iowa
Pi	Ball State Teachers College
Rho	Ohio State University
Sigma	University of Oklahoma
Tau	Columbia University
Upsilon	University of Mississippi
Phi	University of Minnesota
Chi	Pennsylvania State College

## PEOPLE

### ■ Collegiate Appointments—

• **BRUCE I. BLACKSTONE**, from the University of Washington and formerly an instructor at the University of Southern California, to the University of Idaho as acting head of secretarial studies and business education.

• **DR. ALBERT C. MOSSIN**, from New Britain (Conn.) State Teachers College, to the Albany (New York) State Teachers College.

• **Placements** reported by Teachers College, Columbia University: **IRVINE H. FORKNER**, to Phoenix (Arizona) College; **MARY ELIZABETH GILLIAM**, to East Carolina Teachers College (Greenville, North Carolina); **RUBY HALL**, to Bennett College (Greensboro, North Carolina); **MARGARET HUGHES**,

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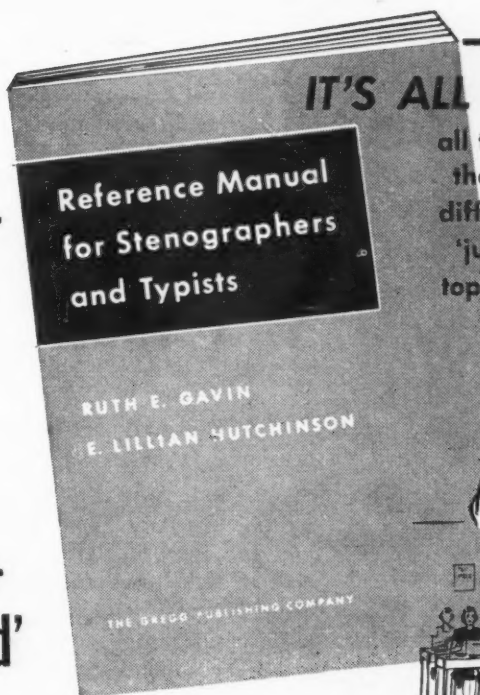
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to Ohio Northern University (Ada, Ohio); GEORGE A. MCHATTON, JR., to Cornell University; WILLIAM SAVAGE, to the University of Detroit; CLARA SELLERS, to Middletown (New York) Community College; and RALPH SHERMAN, to the University of Detroit.

• LLOYD R. SALTZMAN, from the University of Denver, to Chico (California) State College.

• DR. R. J. JENNINGS, from Morehead (Kentucky) State College, to Memphis (Tennessee) State College.

#### ■ Doctorates—

• HERBERT A. HAMILTON (B.S., Southwestern Louisiana Institute; and M.S., Louisiana State University), dean of administration at Southwestern Louisiana Institute, Doctor of Philosophy, New York University, June. Thesis: Relationships of Success in Beginning General Clerical Occupations to Achievement in the Informational and Skill Aspects of the General Office Clerical Division of the National Business Entrance Test Series. Major Advisor: DR. PAUL S. LOMAX.

#### ■ Bereavements—

• MAXWELL V. MILLER, president of the Royal Typewriter Company,

died on August 28, at 61, of a heart attack. His career was a spectacular one of advancement along the salesmanship route: began as a salesman in 1913, was made a district manager in Pittsburgh in 1922, became eastern sales manager in 1930, was promoted to general manager in 1933, was elected vice-president in charge of sales in 1937, and became president in 1946—38 years of sales direction, all with Royal.

• E. R. SHAW, president of the Detroit Business University, died suddenly on July 7.

#### ■ Personal Achievements—

• WILLIAM C. COPE, eloquent speaker and president of the Drake Business Colleges of New Jersey, was awarded the honorary degree, Doctor of Laws, at the June commencement of Ithaca (New York) College, in recognition of "your competence as a college executive, your eloquence as a speaker, your unselfishness as a servant of your community and your state, your leadership in worthy national enterprises, your devotion to the causes that contribute to more wholesome community and national life."

Also awarded an honorary degree at the same exercises was Vincent R. Impellitteri, mayor of New York City.

• CHARLES E. BOWMAN, head of the business education department at Girard College High School, Philadelphia, has retired. Well known as a lecturer and coauthor of the Bowman-Percy bookkeeping and accounting series, Mr. Bowman lectured at Harvard, Temple, Boston University, and the University of Pennsylvania.

• DR. S. JOSEPH DEBRUM, of San Francisco State College, is on a fall-term leave of absence to serve as visiting consultant to the Institute for Foreign Educational Leadership for Japan, under the sponsorship of the U. S. Government and the Japanese Ministry of Education. His duties concern establishing teacher-training programs in



William C. Cope . . . now LL. D.

business education for Japan and to work with Japanese business educators in organizing a business-education program for Japanese secondary schools.

## EDUCATION NEWS

### ■ Washington News Notes—

• *The G.I. Story:* July 25 came and went, and with it came an end to the veterans' rights to begin new programs of training under the G.I. Bill of Rights. During the seven years of the program, about half of the nation's 15 million World War II veterans have taken some form of training under the G.I. Bill. So far, the program has cost more than 12 billion dollars for tuition, subsistence allowance, supplies, and training equipment.

• *NEA Birthday:* The National Education Association has already begun plans for celebrating in 1957 its 100th birthday. The centennial-action program will be used to increase NEA membership; to obtain unified dues (covering local, state, national, and world services); and to improve services of NEA headquarters.



PI OMEGA PI NATIONAL COUNCIL at work in Terre Haute: Vice-President Paul F. Muse, Indiana (Terre Haute) State Teachers College; Secretary-Historian Marie C. Vilhauer, Central College (Fayette, Missouri); President George A. Wagoner, University of Tennessee; Organizer Mina M. Johnson, Ball State Teachers College (Muncie, Indiana); Editor William Pasewark, New York University; and Treasurer Vernon Payne, New Mexico Highlands University.



NEWEST (79th) CHAPTER OF Pi Omega Pi was installed at Bluefield (W. Va.) State College, the second Negro college to have a chapter. Charter members of Gamma Eta Chapter are: (seated) Iris Whittaker, Jack McGhee, National President George A. Wagoner, Faculty Sponsor T. Mahaffey, and Clinton Patterson; (standing) John E. Edley, Monetta Mills, Letitia J. Kirtley, Mable R. Smalls, and Paul Tuffin. Pi Omega Pi is the biggest organization of business teachers.



## Second of a Series

*Last month Mr. Eisen described methods by which a teacher may select objectives for a course in office practice suitably adjusted to the needs of the community, the school, and the students. He described also some of the essential elements that should be provided in the course of study, prerequisites for students' taking office practice, and other factors important in setting up the content of the course. This month he tells how to organize the students and course, in view of time and equipment and objectives, for efficient classroom routine.*

## How to Organize the Rotation Plan for Instruction in Office Practice

NORMAN B. EISEN

Whittier Union High School  
Whittier, California

■ **Major Administrative Problem**—Confronted with a variety of course objectives, diversified course content, several different kinds of equipment, and students whose primary interests range from clerical to secretarial, the teacher of office practice has a very real problem in trying to set up his classroom organization.

There are many methods of organizing the course, but not all of these can be classed as equally successful when we finally arrive at an appraisal of course outcomes.

- **The Integrated Office Plan** is a good one, in which the classroom is arranged physically and instructionally to represent an actual office and each student functions as a different office employee. It has drawbacks, though:

1. The number of students may be larger than the number of office jobs available.

2. The time required to learn varies with each student.

3. The time required to learn varies with each machine.

4. Some students may be more interested in one phase of office work than another.

- **The Battery Plan** schedules all students doing the same work on similar machines to learn and practice together, as a team or battery. This plan requires that the classroom be equipped with a number of similar machines—a battery of calculators, a battery of duplicators, etc., a requirement that can be met by few schools other than the very biggest. The cost of the equipment is too high for the average high school.

- **The Rotation Plan** is the one most

suitable for the typical high school and business school program, for it requires a modest outlay for equipment yet makes it possible to conduct a course that will meet the tests for a successful program of training. This plan schedules each student or group of students for work on each machine or other unit of instruction in the laboratory. Periodically, the individual or group *rotates* from one machine to another, so that each student gains experience on each type of machine by the end of the term.

This plan, too, presents many problems, particularly in organizing the plan of rotation; but its problems can be readily solved, and we can formulate work methods for covering each aspect of instruction.

- **Planning the Rotation Schedule**—The logical place to begin is to determine what topics, or units of instruction, are to be included in the program. The coverage will vary, school to school, depending on (1) the length of time available for the course, (2) the types of equipment and other learning materials available, and (3) the needs of local business. Instruction in such topics as filing, key-driven calculators, duplicating, and major office functions should certainly be basic in the course program.

- **Minimum equipment needs** would include four to six key-driven calculators, one of each popular make of automatic or semiautomatic rotary-type calculator, one or two bookkeeping machines, a ten-key adding-listing machine, a full-keyboard adding-listing machine, a stencil duplicator, an illuminated drawing board, a hectograph duplicator, a transcribing machine, and—if possible—use of a switchboard.

Also required, to supplement the machine work, are units of instruction on filing, on getting a job, on office layout,



Norman Eisen . . . prefers Rotation Plan

on the work of the office supervisor or manager, and on office procedures.

- **Minimum time required**, if the course is to be one that integrates office experience with office-machine instruction, is a period a day for two semesters—say, 160 or more periods, altogether.

The instructor planning a course may schedule the work on the machines and the assignment of nonmachine units in a "staggered" or rotation form so that all the machines will be in use at all times.

- **Preparing the Schedule**. As a sample problem, let us assume that we must prepare a working schedule for 160 class periods and have the following equipment at our disposal:

- Four key-driven calculators
- Four rotary-type calculators
- Three bookkeeping machines—two electric and one manual
- One ten-key adding machine
- One full-keyboard adding machine
- One stencil duplicator
- One stencil drawing 'scope
- Four filing-instruction kits
- One switchboard

Our course plan must provide also for other experiences we wish to give the students—discussion of office procedures, study on job-getting and the writing of letters of application, an introduction to office layout, etc.

Let us assume, moreover, that we have 24 students in the class. If at all possible, the enrollment for the equipment enumerated should be between 20 and 24.

Now comes the preparation of the rotation schedule. Each pupil is assigned a number, and the student numbers become the vertical axis on the diagram. Across the top of the chart, as the horizontal axis, write in the class

Pupil No.	Day of Class in the School Year																				21 etc. to 160
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	D D D D
2	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	C C C C
3	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	F F F F
4	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	E E E E
5	C	C	C	C	C	C	C	C	C	C	D	D	D	D	D	D	D	D	D	D	A A A A
6	D	D	D	D	D	D	D	D	D	D	C	C	C	C	C	C	C	C	C	C	A A A A
7	E	E	E	E	E	E	E	E	E	E	F	F	F	F	F	F	F	F	F	F	B B B B
8	F	F	F	F	F	F	F	F	F	F	E	E	E	E	E	E	E	E	E	E	B B B B
9	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	A A A A
10	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	A A A A
11	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	C C C C
12	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	I I I I
13	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	A A A A
14	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	A A A A
15	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	G G G G
16	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	G G G G
17	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	B B B B

A--Key-driven Calculator      D--Full-keyboard Adding Machine      G--Bookkeeping Machine  
 B--Rotary-type Calculator      E--Duplicator      H--Filing Unit  
 C--10-Key Adding Machine      F--Stencil or Master preparation      I--Switchboard Unit

THE ABOVE CHART illustrates a portion of a Rotation Plan schedule sheet. Mary, Student No. 6, devotes her first ten periods to the full-keyboard adding machine, the next ten to the ten-key adding machine, etc. Each student can follow his own schedule as soon as he knows his number.

period number—one for each day of school or meeting of class. Then, using key letters to indicate types of equipment, it is readily possible to chart each student's program, as shown in the accompanying diagram.

It is not possible to show in that illustration the full 160-day schedule, but enough is shown to illustrate the idea and to indicate that provision has been made to allot 20 periods each for the calculators, bookkeeping machines, and filing practice; and 10 periods each on adding machines, duplicating, stencil preparation, and switchboard. This totals 120 periods, leaving 40 periods for other class activities and for additional specialization in one machine or other field.

■ **Class Routine**—Each class period may be divided into the following activities:

1. Taking the roll
2. Making announcements
3. Going over any adaptations of the day's schedule
4. Operating the machines
5. Cleaning up, with final announcements

• **The teacher's role**, in addition to supervising the orderly observance of the rotation schedule, is principally one of guiding the work of the individual students. He helps solve problems, is quick to detect and lend a hand when machines go out of order or are improperly used, sees that each student approaches his work in a businesslike manner, and in general maintains a combination of office atmosphere tempered with personal counseling.

Because it is inevitable that the office-practice group will have to serve many of the school's needs for duplicating, and because the duplicated materials

turned out by the class will universally be used as a criterion of the achievement and quality of instruction in the class, the instructor will wish to maintain very strict supervision over the duplicating process. Each job must be turned out in a manner that will be satisfactory to the person or group requesting the work, and yet each job must also contribute new learning experiences to the students doing the jobs; so, the instructor must see that the "important" duplicating jobs are not assigned merely to one or two students who especially like duplicating.

The teacher, too, must supervise the activities of leadership assignments given to some students who serve as manager, file clerk, or other official of the class.

• **Only on days** when the machine-rotation schedule may be interrupted to provide a full discussion period does the instructor need to prepare a formal, specific lesson plan; on most days, the routine of starting the class, supervising pupil practice and leadership, and seeing that clean-up is properly achieved serves as its own daily lesson plan.

• **During the machine-practice** portion of each routine period, the student works problems and exercises contained in the various operating manuals and textworkbooks for each machine. The exercises are corrected and tabulated, always with regard both to the degree of accuracy and the quantity of exercise work completed.

Exercises should not be considered finally acceptable until they are completed with perfect accuracy. Each problem is graded as either passing or failing—there is no middle ground. In order to qualify for taking the final ex-

amination on each machine, at the completion of the scheduled periods of practice on that machine, the student must have turned in a certain amount of perfect work.

• **On the final day** scheduled for each machine, the learner takes an individual test on the process of operation and general nomenclature. In filing, both a preliminary and a final theory examination should be included.

■ **Individual Differences**—In any mechanical, arbitrary assignment of time for practicing each machine, the instructor is faced with the problem of adjusting the schedule and assignments for the slower students, who appear unable to stay on schedule, and for the superior students, who frequently complete the assignments in fewer periods than allotted. There are usually also students who have had some experience on one or more of the machines, and these students, of course, complete their work ahead of schedule.

• **Slower students** can be helped by providing them with special coaching by a superior student who has completed the particular unit of instruction, or by the teacher. Extra practice periods may be possible if the learner has any free periods. Occasional after-school coaching sessions may serve to spur the learner to greater effort and help him meet his requirements.

Now and then, since our schedule always provides a number of extra periods, the writer has found it wise to insert an "overtime period"—an extra period inserted in the rotation schedule to enable many students to catch up with their work.

• **All students** may be given a degree of leeway in their work by establishing minimum numbers of exercises to be completed, well within the ability of all students, with higher grades or credit earned with the completion of specified numbers of additional exercises.

• **Superior students** and those who have had previous machine or filing experience may be assigned special duties in the "office" organization of the class, as:

The job of Office Manager

The job of Record Clerk

The job of Roll Secretary

The duty of checking the problems turned in by students practicing on machines

The duty of cutting special stencils, proofreading, collating work, etc., in projects requisitioned within the school

The duty of assisting faculty members or the school office by providing secretarial or clerical assistance

The assignment of helping students who are behind schedule, providing the coach is familiar with the work that slow students are attempting

The job of helping a student to become oriented to a new machine

Miscellaneous work that the instructor may assign



In each of these special duties for superior students, the instructor must make it clear that the work is truly associated with office practice and must indicate always the learning benefits to be obtained by performing the work.

■ **Special Duties of Class Leaders**—An integral part of the Rotation Plan for office practice is experience in supervision and in accepting "office style" responsibilities. To this end, the instructor will wish to develop certain officials. True, the instructor realizes that having these officials does, in some measure, reduce the clerical duties of the instructor himself; but the emphasis must be on students' becoming familiar with giving directions, accepting responsibility, and—especially—performing with good spirit work assigned by someone other than the teacher.

• *The number of possible officerships* is unlimited—you can have an office manager, assistant office manager, supply clerk, time clerk, custodian, person-in-charge of each type of machine, record clerk, file clerk, and many others—but it is wise to begin with only one or two special officers and gradually add such others as the class routine, the completion of work, the interest of the group, the variation of differences among students, and other factors dictate.

When *students* suggest, "Oughtn't we to have a supply clerk to take charge of all the stencils, paper, and so on," that is the time to discuss the duties of a supply clerk and to make an initial appointment to that office.

• **Office Manager.** One leader the instructor will wish to have even from the outset is a group "office manager." His qualifications and duties should be clearly posted on the classroom bulletin board. The duties may well include the following:

1. Act as receptionist to all visitors.
2. Assign jobs to stencil clerks or students doing special jobs (if stencil clerk should be absent and the job assignment is due, get someone else to finish it).
3. Check mimeograph jobs, on completion, for the initials of the proofreader, instructor's OK and grade, and proper heading.
4. Give jobs to mimeo operator and see that jobs are completed in order of date due or of importance (if in doubt, ask instructor).
5. On completion of a job, see that it is delivered and signed for, being sure to keep a copy for the files; (and see that no copies of tests are lost or carelessly handled).
6. Answer phone, if file clerk is out.
7. During the last five minutes, finish up jobs on hand; or, if they are not due that day, store for completion the following day.
8. Check to see that office clerks and machine operators cover machines, put paper in basket, and return books to proper drawers.
9. Be sure that jobs are completed and delivered by the due date (this will mean a good deal of looking ahead and planning;

if a job will not be done in time, notify instructor one or two days ahead of time).

10. Instruct new Office Manager in all of the details of the work.

• **Duties of File Clerk** include at least the following, which should be posted:

1. File job-order blanks alphabetically (by the teacher's name), with attached copy of job.
2. Prepare a file card for each stencil or other job, so that in the future, if a similar job is needed, easy reference may be had.
3. Check the work already graded; record in the grade book.
4. Answer telephone and get information needed.
5. Learn duties of Office Manager in order to act in his behalf when he is out or absent.
6. Check to see whether things are in order, such as papers picked up, books returned to file, etc.

■ **Final Unit, Job Orientation**—During the last week of the course, it is important that time be taken for a project in job interviewing and business behavior.

• *The first day* is announced as "Dress-Up Day," and the students are directed to come to class dressed as though to be interviewed for a job opening. Grooming requirements are discussed in advance, of course, and the students may be provided (stencil project!) with a modest check list against which to measure themselves when dressing, such as—

1. Appearance of hair
2. Appearance of teeth
3. Suitability of dress
4. Appropriateness of accessories
5. Personal bearing
6. Make-up

—or even a more detailed and exact check list, if the normal appearance standards of the school have habituated students to low standards of grooming.

During this first day, each student goes about his usual rotation-schedule activities; but the instructor calls each pupil, one by one, to his desk for a grooming rating and interview. The degree of elaborateness that the teacher will wish to incorporate in this personal interview at his desk will depend on the time available and the needs of the students, of course.

• *Throughout the rest of the week*, the students continue to dress well, dressing as though they were working in an actual office with their assigned (rotation schedule) duties to perform; but part of each period will be devoted to class discussion of job-application and interview technique, and of similar information of special value as the terminal project.

■ **Conclusion**—From the foregoing brief description of the Rotation Plan, one can see that the plan does provide an efficient method for organizing instruction in such a way that the objectives of a course of office practice, as described last month, can be realized.

## Hue and Cry for Flood Insurance

Tremendous damage caused by the Kansas City flood of last July has caused an outcry in the stricken area for flood insurance on real estate. But it doesn't look as if this insurance will be forthcoming unless the Government lends a hand.

A late estimate puts flood damage in the Kansas City area alone at \$500 million. Only about \$3 million of this is covered by insurance, practically none of it on fixed property. Most of this amount will be paid on inland marine policies, which provide comprehensive protection for property in transit, such as freight in trains or trucks.

■ **Bad Risk**—Insurance companies have steered away from flood insurance on real estate. The only potential customers for it are those who live near rivers, lakes, or a seafont. Their chances of having a flood some time are pretty good.

Underwriters don't like to insure against perils that are so concentrated in their effect; it doesn't give them a sufficiently large "spread" of risks. Besides, you can't estimate when floods

will come or the damage they will do.

■ **Working on It**—The demand for coverage since the last flood is making the insurance industry take a second look. However, the only optimistic insurance executive has emphasized that everything depends on how effectively the Federal and state governments can control inland floods.

• *If private companies cannot risk underwriting flood damages*, there are still two ways that the protection might yet be made available. Both heavily involve the Federal Government:

1. The U. S. could set up a Flood Damage Corporation similar to the War Damage Corporation of World War II, which sold war-damage insurance through private insurance companies to those who wanted to buy it.

2. The Government could sell the insurance directly. Insurance men say that even Government insurance would have to be sold at very high rates—and flood control might be a lot cheaper than paying for flood damage. Another \$500 million loss like Kansas City's would make even the Government squirm.

But the hue and cry is sure to end in some kind of action. Question is: soon enough?

## How Modern Are You?

The history of instruction in typewriting is a history of development. Each decade, concepts have changed—old ones have been discarded or improved upon, new ones have been added—as psychology, research, and classroom experiences with new methods and material exert their impact on what we know and what we believe about typewriting methodology.

Because the editors feel that BEW readers would like to know "the score, 1951," we invited Dr. A. E. Klein to summarize the outstanding fallacies (and their correct counterparts) in modern classroom practices. The following is the first of a series of his contributions, which, we believe, you will find to be particularly outstanding and uncomfortably challenging.

## Fallacies in Teaching Typewriting, 1-3

DR. A. E. KLEIN  
City College of New York

■ **Fallacy No. 1: "It Is Best to Introduce All the Alphabetic Reaches in the First Lesson"**—Presenting all the alphabetic sections of the keyboard in one period appears to possess many advantages. Three come to mind immediately. The work is much more interesting, a great deal of time is saved, and the student can begin to "type" sentences immediately or before the end of the period.

• *The fallacy lies in failing to recognize that the initial phase of the learning of any skill is largely a mental matter. Any advantages that the quick-introduction procedure may possess are overshadowed, if not blacked out entirely, by failure to take this fact into consideration. If no pattern of organization has been used in aiding the student to remember key locations, or if the practice materials used do not contribute in some manner to obtaining some mastery of the locations, the student flounders.*

The presentation is so swift that the method may actually be a handicap to the pupil, rather than an aid. He is forced to develop his own methods for learning the key locations. These methods are often extremely inefficient; thus, instead of time being saved, it is actually lost while the student discovers for himself, through trial and error, some way of remembering the location of each individual key and the corresponding finger reach. The student's own method necessitates a great deal more peeking at the keys than would otherwise be necessary—so much peeking, in fact, that some students never stop doing it.

Even if a pattern for learning the keyboard is used in teaching, the rapid presentation necessary complicates the learning process. The student is required to think of too much at once—the locations of all the letters, the proper stroking of the keys, shifting for capi-

tals, use of the space bar, return of the carriage, etc.

• *But the biggest weakness of this method is that it forces the teacher to rush in order to present all the letter keys in one period. This rushing on the part of the teacher is communicated to the students, who immediately feel themselves under tension, tension that results in stiffness and failure to relax properly. Any time that may have been saved in presenting the keyboard so rapidly is wasted because of the tension that must subsequently be eliminated. As a matter of fact, the tension sometimes becomes so great that some students bog down completely and resort entirely to sight typing.*

• *Nevertheless, the main advantage of the quick introduction (the typing of material in natural context in an extremely short time) should not be overlooked. The early typing of complete sentences, instead of interminable repetition of nonsense syllables or isolated words, is much to be preferred. Psychologists have long stressed the value of practicing meaningful material; they have shown that such practice is more interesting for the pupil and results in steady improvement.*

For a "sentence method" to have any chance of being successful in the learn-

ing of typing, it seems to this writer that cognizance must be taken not only of the physical aspects of typing but also of the mental. Learning key locations at the start is not solely a kinesthetic process but also a mental one.

Harold H. Smith was well aware of this when he pointed out, as long ago as 1917, that learning the locations of the keys mentally is of aid "in fixing the position of the keys in your mind. . . . By all means learn . . . and visualize . . . the part [of the keyboard] you intend to use, before attempting to write a single drill."<sup>1</sup> If this suggestion is followed, the virtues of the "sentence method" can be retained without the defects ordinarily attending its use.

Note that Smith used the words, "the part you intend to use." If, instead of attempting to present the entire keyboard in one period, with all the weaknesses inherent in this approach, only a part is presented, the student's burden may not be too great to bear. A few easy reaches can be introduced, and sentences can be composed embodying them. Perhaps capitalization need not be taught until some later time. Other compromises that would simplify the learning process might be made. In this way the advantages attendant upon typing sentences from the start could be retained and the hazards of the method avoided.

• **Conclusion:** At any rate, the sentence method, as used by some at present, requiring the teaching of the entire keyboard in one period and neglecting the mental organization required by the beginner, is rarely used successfully. It results in too much confusion, trial-and-error learning, and discouragement ever to be truly successful.

■ **Fallacy No. 2: "It Is Best to Take 20 to 30 Periods to Teach the Alphabetic Reaches"**—This fallacy is the opposite extreme from the first fallacy already discussed. Those who believe in "stretching out" the keyboard introduction do not permit the student to go on to a new lesson, containing new reaches, until he has "mastered" the current lesson. They force the student to stay with the lesson to the point of over-learning.

That this approach does not result in complete mastery is obvious, for we all know that the student will, in subsequent lessons, make errors on some of the letters "mastered" in the preceding lessons.

• *From our own experience as teachers, we are all aware that many repetitions of the same exercise do not necessarily result in perfect learning. Some psychologists say that repetition as such*



<sup>1</sup> Harold H. Smith and Ernest G. Wiese, *Seven Speed Secrets of Expert Typing*. New York: The Gregg Publishing Company (1917), page 8.



is not the cause of learning, but that re-creation is. Each repetition is really no more than another opportunity for the learner to re-create. If the repetition does not afford the learner the opportunity to construct anew, then it will fail to have any lasting results.

Re-creation takes place best when the material appears in the context in which it is to be used; for the typing student, this means sentences and paragraphs. As the student repeats the letters and words in constantly varying contexts, he eventually learns to type them in any context. Continued practice on isolated letters and words contributes very little to re-creation. Words and letters learned in isolation will function in isolation; when learned in context they will function in context.

The preceding statements do not mean that all repetition as such should be eliminated but only that repetitions should be of such a nature as to afford the greatest opportunity for re-creation to take place. The beginner, for example, typing a sentence several times, is not thoughtlessly repeating, but is re-creating in the truest sense of the meaning of this word.

In typing a half dozen or more words in sentence form and then repeating the sentence several times, the beginner (even the advanced student, for that matter) has little or no opportunity to memorize a particular sequence for the moment and thus to exhibit false symptoms of learning, as is the case with the student asked to make *many* repetitions of a single word. By repeating the strokes only at spaced intervals or in varying contexts, the learner is forced to re-create the mental concepts and kinesthetic acts necessary in typing and in learning to type.

- *Not only does such slow pacing fail to result in perfect mastery, but also does it make for dull and uninteresting lessons. Teachers using this approach spend what seems (to the students) to be an interminable length of time tapping out rrr, or frf, and other meaningless stroke combinations. In addition, this method usually calls for a great many repetitions of isolated words. When interest is dulled or killed by such procedures, little progress can be made.*

Other conditions remaining favorable for learning, we may say that *that method of teaching typewriting is best which introduces the student to meaningful material in the shortest possible time.* In this respect, the whole or sentence method is to be preferred as against the long-drawn-out procedure. For the student, the typing of a sentence or two the first or second day in the typing class is an exhilarating feeling, a feeling of something tangible accomplished. However, for a sentence meth-

## "What Is Your Typewriter I.Q.?"

That is the title of a new service publication recently issued by the Royal Typewriter Company. It consists of a teacher's key and four objective tests (*a*, multiple choice; *b*, true-false; *c*, matching; and *d*, fill-ins) on the names, operations, and functions of machine parts. The tests may be used collectively to determine one's "Typewriter I.Q.," or singly as a series of excellent teaching aids.

Available in quantity, *free*, from Royal's School Department, at 2 Park Avenue, New York 16, New York.

od to be successful, it is necessary for the conditions mentioned under Fallacy 1 to obtain.

If we persist in waiting until we feel that the student has mastered a few reaches before presenting others, we are wasting precious time. The text materials used should be so constructed as to contain not only the new reaches but also the old ones. Most materials in today's texts are so constructed. If advantage is taken of this "automatic review," the student will continue to gain mastery over the old reaches while he practices the new ones, and much time will be saved. This will also make for increased interest, and hence more effective learning will take place.

- *There are two other serious weaknesses associated with the slow approach in teaching the keyboard. The first is that accuracy is too often overstressed from the very beginning. This particular point will be dealt with in detail in a discussion of another fallacy.*

The second weakness is that the student falls into a deep rut, and it becomes almost impossible to prod him out of it. As a consequence, such slow progress is made that it takes two years to acquire a degree of skill that ought to be easily acquired in one. It is a fundamental principle of psychology that we must guide the student as rapidly as possible through each stage of skill learning. Permitting him to linger in any one stage for too long a period will result in the acquisition of faulty typing habits and slow mental reactions that will hinder the student needlessly in his quest for expert typing skill.

- *Conclusion: How rapidly should the letters of the keyboard be covered? Experience indicates that from 4 to 8 periods is a sufficient length of time to present the letters and the punctuation marks without rushing.*

■ **Fallacy No. 3: "Do It Like the Expert, Right from the Start!"**—Persons

who offer that statement as advice usually refer not only to expert motions made at expert speeds but also to the fact that these motions should follow each other at the same rate that the expert makes them or at a rate that approaches the final one at which the student is expected to perform. In typing, this counsel refers not only to striking the keys with the same action and speed of the expert but also to typing on the word and phrase levels right from the start. As to the right motions made at the right speed, discussion will follow later; let us now examine the fallacy of typing on the word level at about 40 w a m from the start.

- *The fallacy here lies in believing that some of the initial steps taken by the beginner in learning a skill are unnecessary. "Why type on the letter level, when the finished performer types on the word and syllable level?" "Why type 10 or 15 w a m, when the final speed of the typist is to be 40, 50, or 60 w a m?"*

The advocates of these procedures fail to realize that each step in the skill process is essential, like the blocks needed for the foundation of a building. If even one is missing, the whole structure will crumble. It is like requesting a child who has not yet taken a single step, to run.

Bryan and Harter noted this fact as far back as 1899 in their classic study of code learning.<sup>2</sup> They pointed out that learning code involves acquiring a *hierarchy* of skills. They established the fact that expert performance is *not the learner's performance speeded up* but is something different from performances at lower levels of skill. Each higher level requires a different *mental* organization than the preceding one.

The marvelous feats of addition performed by lightning calculators are the result of processes fundamentally different from what you and I go through. The expert does not add by single digits. He probably glances at four or five digits in a column seeing the answer immediately and adds this sum mentally to the sum of the next four or five digits. However, before the expert can accomplish this feat, he first passes through the stage of adding one digit to one digit, then perhaps two digits to one digit while he is still perfecting his one to one technique, then two to two, etc. The lightning calculator, in other words, takes giant strides; he wears four or five league boots.

It is the height of folly to expect the typing toddler to take the giant strides of the champion. Before he can take such strides, his typing legs must grow

<sup>2</sup> William Lowe Bryan and Noble Harter, "Studies in the Telegraphic Language—the Acquisition of a Hierarchy of Habits," *Psychological Review*, VI, No. 2 (July, 1899), p. 357.

longer and stronger. Such maturing takes time. As Bryan and Harter discovered, and after them Book in his investigations in typewriting, the learner must earn his way up the ladder of organization of the hierarchy of skills; no rung may be skipped. This does not mean that letter-level typing must needs be perfected before word- and syllable-level typing is begun, but only that the word-level stage cannot be reached without first passing through the letter level.

- *To require students to type 40 w a m* or more from the start seems foolhardy in the light of our present knowledge, for it is a well-known psychological principle that one should make his first starts slowly in acquiring a new skill. This does not mean that one need *use slow motions*. One can strike the keys in the proper manner, after a little practice, without hurrying unduly.

Some of the advocates of high beginning speeds fail to realize that one can be taught fast, correct motions ahead of fast line rates. "Practice fast motions fitted together at your best rate without forcing," is the recommendation of some authorities.<sup>3</sup>

Other advocates of high-speed typing from the start fear that the student's motions will be slow if his line rate is slow. They must be somewhat slow when the student is in the beginning stage, for it takes time to acquire correct stroking. Allowance must be made for initial diffuse movements. When these disappear, the correct stroking technique will appear, provided the teacher continues to demonstrate it several times during each period, as long as necessary. However, if the attempt is made to hurry the student along from the very start, more harm will be done than good.

Even if it is possible to get students almost from the very beginning to type a few short words like *if* and *it* as expertly as a champion typist, of what value is this without the underpinning, without the basic technique needed to support it? Such a procedure serves only to confuse the student.

- *Conclusion:* The first tries in learning any skill should be made easily, without forcing, without hurrying. If premature attempts are made to gain expert levels of performance, the skill may never be acquired. In fact, Mursell<sup>4</sup> relates that the subjects in one experiment on the acquisition of a motor skill were asked to push for speed from the very start, and, as a consequence, never succeeded in acquiring the skill at all.

<sup>3</sup> August Dvorak, et. al., *Typewriting Behavior*, Cincinnati: The American Book Company (1936), p. 300.

<sup>4</sup> James L. Mursell, "The Problem of Speed," *BUSINESS EDUCATION WORLD*, Vol. 22 (May, 1942), p. 754.

## Seven Suggestions for Developing More Businesslikeness in Business Classes

CLARABELLE McDERMAND

State Teachers College  
Minot, North Dakota

- **How Business Must Do It**—Any well-managed office runs on routine. It's routine that keeps it going. Each worker must organize the details of his particular job to eliminate waste motion.

Clerks, messengers, stenographers, secretaries—they are employed only for one reason: to handle details that keep the flow of work moving smoothly. Their duties include handling papers, fetching and carrying files of letters and reports, checking columns of figures, compiling and checking lists of names, and picking up after the busy executive.

- *Office beginners*, fresh from home and school where mothers and teachers have waited on them, coaxed them, and bribed them to get their assignments done, find it hard to adjust to a situation in which the responsibility for taking care of the little details rests on them.

- *The student who scribbles* his name on his paper just before tossing it helter-skelter on the teacher's desk, and the student who forgets to label his work or to hand it in, needs to be trained in orderly habits that will carry over to his office job.

- **It's Our Job, and It's Important**—The habit of taking care of details does not suddenly occur, suddenly appear in the student's work procedures. It's our job to inculcate businesslike habits.

One of the best ways to inculcate these desired qualities and working habits is to insist on businesslikeness in conducting the business classroom—every business classroom, not just in the secretarial practice course. Creating the right atmosphere, maintaining the right tone, defining the students' responsibility for details—these are the duty of every business teacher.

- *Lack of elaborate equipment* may be regarded as a handicap by the unresourceful teacher, but substitutes can be devised by the teacher with imagination.

The teacher should make a direct appeal to his school administrator for the kind of equipment that is needed to create office atmosphere and to develop businesslike habits among the students. The teacher should press for these materials; no office supervisor would hesitate to press for a new filing

cabinet or desk tray or anything else that is needed, and the teacher should not be a "weak sister," either. But the resourceful teacher, while waiting for proper equipment or to demonstrate the real use to which the equipment would be put, can improvise many of the things he needs. Never, though, should the teacher believe, or permit the administrator to believe, that the improvisation is as good as the real thing.

- **No. 1: The Papers Turned in to Us**—There is the simple matter of handling papers. Do your students fold their papers and endorse them on the back, or do you direct the students to observe the "office method" of keeping all papers flat, often fastened together with a clip or pin in the upper left-hand corner?

If a pin is used, do your students make sure that the pin point is buried *between* the pages? (I can still hear the echo of the voice of one of my first employers, who, nursing a pin-pricked finger, yelled, "Always bury the point!")

When clips or pins are not available, the student may fold back the upper left-hand corners and tear a neat slot to fold forward.

"Oh," you say, "we use a stapler."

One never uses a stapler in the office except (a) for papers that are to remain together *permanently*, unless (b) the stapler is adjusted for "open" position, which bends the sides of the staple out, like a pin, instead of clinching the sides in tight.

- **No. 2: Have a Letter Tray**—Students should be required to place all turned-in work in a letter tray or reasonable facsimile thereof. You should have two trays, one clearly labeled *incoming* or *in* and one labeled *outgoing* or *out*.

If you cannot obtain real trays, wooden or metal—yet—improvise with empty stationery boxes, properly labeled. Tell the students to drop their papers in the *incoming* box, face up, top edge toward the outside edge of the desk. This gives you a neat pile to pick up when you are ready to check, or to have a student check, the papers. Having all the papers turned the same way makes it much easier to sort, arrange, or organize the papers for recording them.

- **No. 3: Be Businesslike in Handling Papers**—You won't see any boss arranging papers for filing, and you won't see any file clerk attempting to file or record papers without first arranging



the materials to be handled. *Moral:* Have one or more students assigned the responsibility of arranging submitted papers for your checking, and (unless there are particular reasons why it is not advisable) have them do the routine checking, too.

- *The student clerk* can readily alphabetize the papers in the *in* box; or, still easier, if you assign each student a number that corresponds to the line in your roll book in which his name appears and direct the student to type or write his number beside his name, the student clerk can more quickly arrange the papers by the students' numbers. Then it is very easy to record the work in the roll book.

- *When you record*, or the student clerk records, the work, he starts at the top of the pile and then turns each paper *face down*; in this way, all the papers will be kept in the same order in which you had them organized.

Your manner of indicating errors or points needing improvement will be in the best office tradition if "X Marks the Spot." Save check marks to indicate that an item is correct or is completed.

- *Papers ready for handing back* to students should be placed in the *out-going* tray. Let student monitors pass out the papers; or, better still, have the monitor of the day file the papers in individual folders labeled with the student's name. A carton of the proper size, set up on a crate and covered with brown paper, can masquerade effectively as a filing case—at least long enough to impress the administrator with your need of such a filing cabinet.

■ **No. 4: Give Your Desk "Atmosphere"**—The least you can do is to have a blotter on your desk—a big green or blue or brown one, whichever color blends in best with the general tone of your room.

Use small card files for keeping records—that's what business uses. Arrange stationery, carbon paper, envelopes, and whatever other materials you yourself use in a systematic way in a desk drawer. See that your pencils are well sharpened; a student should be assigned the task of attending to those pencils every morning, and to your desk pen, too, if you have one. Paper clips, pins, rubber bands, and similar small items, should be kept in empty typewriter-ribbon boxes.

In many schools, the only business desk that students will see before they arrive in an office, time card in hand, will be the teacher's—yours.

■ **No. 5: Students' Working Tools**—Train your students to keep the surface of their desks organized in a businesslike way, too.

- *When transcribing* from shorthand notes, for example, if the tables or desks permit, students should place the notebook at the right of the typewriter, the



Miss McDermid . . . a business atmosphere

pile of completed correspondence at the left. Stationery should be in the top left-hand drawer or laid out crosswise on an extension shelf. Envelopes should be at the left, face up. Eraser and shield, pencil, clips and pins should be at the right, unless the student is left-handed.

- *Before removing the letter* from the typewriter, the transcriber should proofread it carefully—not just read what has been typed, but check line by line with the notes, too. Most students forget to look at their notes when proofreading the typed paper; don't let them forget it.

When the paper is removed, the right hand pulls out the carbon from between the sheets. The carbon paper, gloss side down, should be dropped on a pile of yellow or other second sheets (instantly available for the next carbon pack) while the typed letter and carbon copy should be dropped on the pile of correspondence.

The left hand then inserts the envelope in the machine for addressing. The right hand removes the envelope and slips the flap over the top edge of the letter, which has been picked up with the left hand. Then the letter and envelope should be placed face down at the right hand removes the envelope and carbon copy should be attached to the correspondence file and placed face down on top of the finished letter.

Shorthand notes should be checked off by writing the date across the page in pencil, as 6/21/51. (Stenographers often use their dates stamp to save time.)

- *It is important* for students to develop deft habits in handling the tools of their work. The teacher should demonstrate the "office method," then daily check to see that each student uses the method efficiently.

■ **No. 6: Have a Receptionist**—Establishing a receptionist at the desk or table nearest the classroom door will prevent interruptions during the class and give

the students experience in meeting and handling people.

Instruct the receptionist to step to the door the moment it is opened. If the caller is bringing something to the room, like a notice or a package or a book, the receptionist can accept it. If dictation is going on when the caller comes into the room, the receptionist can and should detain the visitor until the proper moment for interruption. What about the receptionist's notes, in such an instance? The portion missed can be dictated to him by another student or by the teacher as the students study or begin transcription of their notes.

Receptionists should, of course, take their turn; and taking the turn should include, if possible, an after-school stint. Business teachers engaged in extracurricular activities (aren't they all?) often find that someone is looking for them; a receptionist can be a real help.

■ **No. 7: Use Supplies Economically**—Businessmen are "scotch," for something wasted is money thrown away; something wasted in the classroom is money thrown away, too, and more—it is a bad example.

- *Many sheets of paper* used in preparing typewritten exercises can be used again—the typed side, for drill lines; the clean side, for other exercises.

- *When a stencil is prepared* for a job that takes only part of the stencil, slice off and save the unused portion, substituting a piece of waxed paper when you run the job. The saved portion can be used for stencil-typing practice, for other short jobs, for patching, and many other uses. Transparent tape will bind the leftover pieces together. The same economy applies also to hectograph master sheets.

A businessman can remind his office workers again and again to be economical with supplies; but his admonitions will get only temporary attention unless the worker was trained while still a student to squeeze every bit of use out of every supply item.

■ **Conclusion**—Businesslikeness is as businesslikeness does. Students will be businesslike (and pride themselves in it) if the teacher is businesslike and insists on the right atmosphere and on striving for efficiency.

This is not a game. It is not a temporary thing. It is not something to be tried out and abandoned or to be deferred until the end of the training program. Every business class should be, in our opinion, as businesslike as possible.

Businesslikeness can be brought about through two elements: proper procedure and equipment. There is *no* excuse for not using and consistently demanding the first from your students; there is *little* excuse for not providing the second.

## EXPERIENCES OF STUDENTS THAT MAY BE USED TO DEVELOP IMPORTANT TOPICS IN A BOOKKEEPING COURSE

Common Experiences of Students	Related Bookkeeping Topics
Personal assets and liabilities .....	Business assets and liabilities
Personal balance sheet .....	Business balance sheet
Purchasing items for cash .....	Cash records in business, cash journals
Personal or family checking account ..	Business banking transactions
Family charge account and personal loans to friends .....	Accounts Receivable and Accounts Payable
Returning of items purchased .....	Sales Returns and Purchase Returns
Decrease in value of personal assets, such as radio, bicycle, watch .....	Depreciation of business assets
Family and personal expenses—rent, telephone, taxes, insurance, lunch money, carfare, etc. ....	Business expenses—Profit and Loss
Wage checks .....	Payroll records—tax deductions
Inventory sale .....	Inventory procedures
Purchasing of items in paper bags, wrapping paper, twine, etc. ....	Use of supplies in business

Students' business experiences are a source of real-life bookkeeping information

## Methods of Teaching Bookkeeping (1): How to Help Students to Remember

DR. J MARSHALL HANNA  
Ohio State University

"Why do my bookkeeping students forget so much of what I try to teach them?"

What bookkeeping teacher has not pondered this question when analyzing examination results? It seems almost incredible that some students could have spent so many hours listening to explanations, reading the textbook, and doing problem work—and yet retain so little information about the subject. Why do they forget?

1. They forget when what they are to learn does not seem important to them.

2. They forget when they do not see clearly what it is that they are supposed to learn.

3. They forget when they do not make use in their daily living of what they have been asked to learn.

Learning is likely to be permanent if it is well motivated, if its purpose and value are clear, and if it is applied in the student's own experience.

■ **Making Learnings Permanent**—To make bookkeeping learnings permanent, bookkeeping teachers must be on guard against three hazardous practices:

1. *Beware taking motivation for granted.* It is a mistake to assume that all students enrolled in bookkeeping are motivated by a desire to become bookkeepers, that they are aware of the

practical values of the course, and that they even recognize its deferred vocational values. If the learnings are to be permanent, marks, honor rolls, passing of examinations, and other devices must not be substituted for true motivation resulting from direct, purposeful experiences.

2. *Beware substituting bookish, abstract material* for real-life situations. Bookkeeping content must not be separated from the realities of the business experiences of the students.

3. *Beware mechanical memorization.* Mechanical memorization is almost certain to be forgotten. It must not be substituted for rich experiences, which are almost always remembered. The student who, for example, memorizes the adjusting and closing entries is almost certain to forget them when the examination is over—if not before.

■ **Give Meaning to the Bookkeeping Course**—Purpose, clarity, and utility can be brought into the bookkeeping instructional program in many ways. One way is by helping the students interpret, in terms of bookkeeping, the business experiences that they have had or are having; giving meaning and purpose to those business experiences makes for better learning. Another way is to provide, as part of the bookkeeping instructional program, as many purposeful, direct experiences as conditions permit.

■ **Inventory Students Work Experience**—Many students enrolled in bookkeep-

ing classes have had some work experience. Few will have had any direct experience in keeping bookkeeping records, but the fact that they are working or have worked in business will provide an experience background upon which to build (1) bookkeeping terminology and (2) an appreciation of the need for records.

Every bookkeeping teacher should take an inventory at the beginning of the school year to determine the extent and nature of the students' work experience. This inventory should include the following questions:

### YOUR SCHOOL AND WORK EXPERIENCE

Name ..... Address .....

Indicate by a check mark the business courses you have had or are now taking:

- |  |                                       |
|--|---------------------------------------|
| <input type="checkbox"/> General Business    | <input type="checkbox"/> Typewriting  |
| <input type="checkbox"/> Business Arithmetic | <input type="checkbox"/> Shorthand    |
| <input type="checkbox"/> Business Law        | <input type="checkbox"/> Salesmanship |

Are you now employed during out-of-school hours? Yes... No...

If you are employed, indicate where you work and describe your duties briefly:

In what type of work or business are members of your family employed?

Father .....

Mother .....

Brothers .....

Sisters .....

### Work-Inventory Questionnaire

Two brief illustrations of how one bookkeeping teacher used the information provided by such an inventory form will point up its value. The inventory showed that one of the students, Fred, was working out-of-school hours in a filling station. As each bookkeeping topic was presented, an effort was made by the teacher to tie the topic to the experiences that Fred was having in his work.

In presenting the meaning of assets, the discussion was directed to the various types of assets that would be found in a filling-station business.

A balance sheet for a filling station was developed through class discussion and placed on the blackboard. Fred's knowledge was called upon extensively in preparing the balance sheet.

As various phases of bookkeeping were developed, Fred was assigned the responsibility of obtaining and presenting to the class such information as—

How to operate a cash register

The procedure followed at the station in proving cash

What kind of cash book was kept at the station, and how entries were made in it

How they took inventory at the station  
How credit transactions were recorded  
How invoices were checked

Mary, another student, had not had any work experience, but the inventory form revealed that her father operated



a grocery store. This immediate contact that Mary had with a store made it possible for the teacher to assign to Mary certain responsibilities similar to those assigned to Fred. By doing so, the subject of bookkeeping was identified with something that was real and objective to Mary—and to her classmates.

By making full use of the work experiences and the business contacts of the students, two things are accomplished: (1) the experiences take on added meaning to the students, and (2) the bookkeeping instruction becomes more meaningful and practical.

■ **School Records Are Bookkeeping Source Materials**—Schools cannot be run without records. In many schools a number of different sets of books are being kept. Records are kept for the athletic fund, school clubs, student organizations, school publications, school bank, school postal savings bank and bonds, school cafeteria, and other activities. The bookkeeping teacher is frequently assigned the responsibility of supervising some or all of these records.

- *In one large high school*, the bookkeeping instructor is responsible for keeping various school records. His office, which adjoins the bookkeeping room, is equipped with a counter, adding machine, calculating machine, safe, and files. It is not unusual to find the instructor in his office busily engaged in such activities as counting the receipts from a ball game, counting tickets, writing checks, receiving deposits from a club treasurer, checking invoices, preparing financial reports for some school organization, etc. At the same time, his bookkeeping students are in the adjoining room working on a bookkeeping exercise from the textbook.

- *Contrast this situation* with that in another school. Here also the bookkeeping instructor is responsible for certain school records, but the work is different. One student who has completed bookkeeping is assigned the responsibility for the records for each organization. Two students from the beginning bookkeeping classes are assigned to assist the advanced students. These students are rotated during the year. In this school, *students* are counting the receipts, *students* are writing the checks, *students* are posting to the activity accounts, *students* are preparing financial reports, *students* are checking invoices, etc. When each new topic in bookkeeping is presented, it is associated with the procedures followed in keeping the school records. Thus, new bookkeeping principles and procedures are developed out of the experiences of the students.

- *In the first school*, bookkeeping instruction is separated from reality

## LEARNING BY DIRECT PARTICIPATION...



WITH RESPONSIBILITY FOR OUTCOMES

CLASS RECORDS  
BUSINESS FIRMS  
ATHLETIC RECORDS  
CAFETERIA RECORDS  
BOOK STORE RECORDS  
DRAMATIC AND MUSIC RECORDS  
SCHOOL PUBLICATIONS RECORDS  
STUDENTS SAVINGS FUND RECORDS  
SCHOOL CLUB ACTIVITY RECORDS

and made bookish. The instruction is *an end in itself* and not a means to an end. Motivation springs from a desire to pass tests, to complete a certain number of exercises, to receive certain grades.

In the other school, the recording activities are being used to provide some direct, meaningful experiences for the students. Students are enthusiastic. Bookkeeping instruction is *a means to an end*. Motivation springs from a desire to learn, based on a realization of the practical value of the subject matter.

School records afford excellent opportunities to give some beginning students direct, purposeful experiences with records. Most of these records are simple in nature; beginning bookkeeping students, with a minimum of instruction, are capable of performing some, if not all, of the work involved.

In too many cases such record-keeping assignments are reserved for students who have completed the bookkeeping course with a superior record. In other cases, the books are kept by the teacher with little or no student participation.

■ **Further Suggestions for Using School Records**—In school situations where the bookkeeping teacher is not directly in charge of school records, several things might be done to provide at least some students with practical recording experiences:

1. An arrangement might be made with the person in charge of the records to permit the bookkeeping students to assist in the record keeping.

2. The bookkeeping class might take over, as a project, certain records or certain phases of the records.

3. Arrangements might be made with some business firms in the community to provide part-time record-keeping work for at least a few students.

4. The class or members of the class might volunteer to assist in the record keeping involved in community drives, or for church organizations.

Although only a few students may be provided with such activities, they can bring their experiences into the classroom and thereby enrich the experiences of the entire class.

■ **Using Common Experiences of Students**—All students have had certain business experiences which may be used as the basis on which to build bookkeeping instruction. Most students own some property items, make purchases, handle cash, and are associated with a number of similar activities in the home. These activities form a common background on which to build the technical topics of elementary bookkeeping.

- *For example*, the fundamental bookkeeping equation,  $A = L + P$ , may first be presented in terms of the personal assets and liabilities of the student. After the student is able to understand the elements of the equation, recognize the relation of his personal liabilities and his proprietorship to his assets, and prepare a personal balance sheet, he is then ready to advance to an understanding of business assets, business liabilities, and the preparation of a business balance sheet.

- *All students have watched* a store clerk register a sale in the cash register. This experience may be used as the basis for a discussion of recording cash in business, and eventually lead into the use of cash journals.

- *Most students own some items* that are subject to depreciation in value, such as a radio, a bicycle, and a watch. The decrease in the value of these personal assets may be used as a springboard to develop the principle of depreciation of business assets.

The accompanying table represents a partial list of common experiences of students and related bookkeeping topics.

■ **Summary**—Experience is the basis for *all* effective learning. Concepts are built out of experiences.

Those experiences that are *direct* and *purposeful* are the most vivid and the most permanent. It is the responsibility of the bookkeeping teacher (1) to make the student's business experiences purposeful by helping the student interpret them in terms of the recording activities and functions in business; and (2) to use all the facilities available to provide additional, meaningful business experiences for the students.

The use of direct, purposeful experiences will give purpose to the course, will add reality to the subject matter, and will form the basis of learning that will be meaningful and that will be retained.

## Special Treat for Advanced Students

*"If you want to stimulate the interest of your advanced dictation group," suggests this author, "try using real dictation material gathered from local business firms." Mr. Bauernfeind tells here how to get the material, how to organize it for instruction, how to schedule its use so that it does not interfere with the class program, and how to key the material for previewing and dictation.*

# Shorthand Teaching Problem: Obtaining and Using Local Dictation Material

HARRY B. BAUERNFEIND

Southern Illinois University  
Carbondale, Illinois

The day always comes when the dictation material in our standard textbooks for the advanced shorthand classes seems drab and uninteresting. This is perhaps due to the fact that the material is in bound book form, that we have had the book with us from day to day, that we have looked ahead often enough that nothing now appears to be new.

Regardless of the fact that the authors have prepared their material for us in correlated form, that it is carefully counted in groups of words and syllabic content, and that it is constructed to provide systematic review and development, there are times when we teachers hunger for some variety.

We note that our students, too, sometimes have the same feeling. Even Janette, our one advanced-dictation student who always manages to turn out mailable transcripts, shows signs of losing interest in this pet subject, to which she gives most of her attention. Janette, her classmates, and her teacher all are in a mood for variety; we can and should do something about it.

■ **A Definition of "Local Dictation Material"**—What we can do about that classroom ennui is to introduce some local dictation material. This is composed of the texts of letters, interoffice communications, telegrams, cablegrams, and business papers that have performed a business mission right in the offices, stores, and industries of the communities in which our students live and in which we teach. It's real, *bona fide* dictation material out of the archives of local business, and it has all the flavor of our business community.

The local dictation material obtained from businessmen will have all the variety of (and in large cities, even greater variety than) the material found, for example, in *Gregg Speed Building*. There is no limit to the number and variety of letters and the kinds of business concerns that letters and other business communications will rep-

resent when brought in from the stores, offices, and factories of the community.

■ **Why Use Local Dictation Material**—In any class of twenty or more students, you or I will find that every student has his eye cast on one or two types of local business in which he hopes to find employment after graduation.

John, who has always had a top-drawer interest in trains and railroading as a hobby, has his sights set on becoming a clerk-typist in the railroad offices after he graduates. When we use actual letters from the railroad company, we can see John's interest pick up in the amount of homework he prepares; and his transcripts improve.

Mary designs all her own clothes and receives many compliments on them. The gown she wore at the Senior dance brought a chorus of *oh's* and *ah's* when she told her admirers she had designed it herself. The days we use letters of inquiry, sales letters, and dictation of sales circulars from the one exclusive dress shop in town, we notice that Mary's interest in her shorthand has a mental "pick-up."

Joan has particular talent in music and during the last semester was chosen to direct the annual student-talent show. Joan knows she does not herself have talent enough to become a theater producer after graduation; so she has selected shorthand for her means of livelihood. When letters from the local theater are dictated, we notice that Joan always receives the stimulant she needs to sustain her interest in the advanced shorthand dictation class.

In the cases of John with his particular interest in railroading, of Mary in dress design, and of Joan in theater and music, the students know that their talents are not professional, but they hope to become top-flight secretaries in their chosen field on graduation.

■ **When to Use Local Dictation Material**—It is obvious, of course, that local dictation material must be used judiciously. It cannot be introduced so frequently that it defeats the careful learning process and speed-building program

incorporated in the textbook material by the authors. Using local material day in and day out would also defeat much of its own purpose-motivation. Dictating railroad letters every day would be more boring than even the least-interesting material in our textbooks.

True, John, with his interest in the railroad industry, would be quite happy if this type of letters were used for dictation each day. Mary and Joan, however, would be quite *unhappy* if their avocational interest is not satisfied, too, with letters about gowns, music, theatrical productions.

Then, we have David, whose father is a worker in the vast steel plant. David hears a great deal of conversation at home about the furnaces, steel molds, the rolling plant, and the finished products that are going into other plants in the town to make household appliances, automobiles, and steel rails for the railroads. David would be very unhappy in his shorthand dictation class if he were to "take" letters about gowns and music for days on end.

*Local dictation material is the dessert* we serve to our class to top off the heavy meal, the substance, we have in the authors' prepared material in the textbook.

■ **Where to Obtain Local Dictation Material**—Once convinced that local dictation material would lend variety and interest to the class, the immediate question that comes to our minds is "Where can we get local material?"

• *Through Contacts with Employers.* The most ready means of obtaining local dictation material is through the teacher's contacts with the employers in the community. The teacher can explain the purpose of her request for sample out-going letters from businessmen's files and point out the advantages that accrue to the businessman whose vocabulary and style become familiar—in advance—to potential employees. Consider, for example, the case of one teacher I knew.

Miss Brown had always made it part of her job to have conferences with the office managers and supervisors of her community. From the time she first started to teach, she had cultivated the co-operation of these employers.

Before job opportunities for graduates became so plentiful, Miss Brown maintained her contacts because it assisted in placing students. Today, of course, Miss Brown does not worry about job opportunities; it is not a question of *a job* for graduates but *the right job*. By knowing Mr. Jones at the big department store, Mr. Towns at the manufacturing plant along the river, and Mr. Sands in the personnel department at the railroad, she can help in getting better placement. At the same



time, by maintaining her contacts with these persons, she has been able to keep up to date in her information on office procedure and personnel practices—and to obtain unlimited amounts of local dictation material.

Mr. Jones, of the department store, knows that the graduates he employs from the local school will know some of the vocabulary, style, and purpose of the letters he will dictate to them, because the students have had an orientation through the samples he has supplied for Miss Brown's shorthand dictation class.

When Mr. Towns hires David as understudy for his personal secretary, he knows that David has an interest in this type of business and, more important, that David has had dictation and has transcribed actual letters from the files of the manufacturing plant.

John, of course, is already well known to Mr. Sands, of the railroad, for Miss Brown has told him about John's interest in railroading and how he "gobbles up" the local letters pertaining to the business.

Teacher-employer contacts bring into the classroom a flow of local dictation material.

- *Through the "Co-ops."* More and more schools are embarking on work-study programs for secretarial students. The students work part time in business and industrial offices, being released from classroom work for the period of actual experience on the job. Students who participate in such programs can usually obtain from employers permission to take back to the school samples of the dictation work typical of the offices in which they worked.

There is Marilyn—she worked three hours each afternoon in a local insurance office for six weeks, the period of work-study scheduled by her school. There are Elisabeth and Helen, who alternated, a week in school and a week on the job, for the two months of their school's co-op program. The Marylins, Elisabeths, and Helens have little trouble in bringing back to the school samples of the work they do, with the permission of their part-time employers.

- *Through Evening School Students.* Institutions that conduct evening-school classes, as many high schools and business colleges do, have another ready source of local dictation material: the students in the class who work in offices during the day.

I remember Josephine—we call her Miss Clark, now, because she has become a full-time secretary at the office of the Automobile Club—who came to our evening school to participate in our speed-building shorthand class. One evening she brought in a letter that had been dictated to her and asked us



Harry B. Bauernfeind . . . was Education Director at The Business Institute in Detroit when he wrote this article; he has now been appointed head of the Business Education Department at the Vocational-Technical Institute of the Southern Illinois University.

about the correct outlines for some of the words. With her permission, we used the letter for dictation that evening. The great interest it created, in the class, and the way the students "stretched" to get the take, was a revelation.

We did the obvious—we invited other students to bring in dictation, stressing the point, of course, that the students should clear the material with their employers first, and suggesting that the students explain that the purpose of the request was to enable them to perform better day in and day out. The immediate response was a wealth of dictation material, and the long-range benefit was virtually a library of actual letters for speed building for specific jobs.

The same material, of course, went into a central file of local dictation material and was used also in our day classes, where our Johns, Marys, and Davids were still training for their first business jobs.

- *Other Resources.* In addition to the sources of local dictation material already enumerated, there are others that may prove fruitful in some communities. An appeal to the local businessman's service club—Rotary, Lions, Kiwanis, and so on—is almost certain to result in a quantity of carbon copies. An appeal to successful graduates, via a postcard or form letter, may be equally successful.

Members of the faculty may operate businesses or have relatives who do; and many of the students are sons and daughters of businessmen who would be glad to send material in for the training of future secretaries. In one school, a simple plea in the school newspaper resulted in more material than the shorthand teachers could use.

In still another, a business students club undertook to get real business letters as a club project.

In one community of which I know, each member of the school board was a businessman; the teacher asked them for material, got bushels of it—and a raise.

#### ■ Preparing the Material for Class Use

—Once the teacher has a collection of local dictation material, he is confronted with the problem of "What shall I do with it? How often shall I use it?"

- *Degree of Difficulty.* It is doubtful whether material obtained from one local source will be more difficult than that from another source, except in the case of specialized occupations. True, dictation material from a chemist or engineering consultant will contain terms peculiar to those types of businesses; but most of the letters brought in by Mary, John, and David from the local bank, dress shop, insurance office, and grocery wholesaler will have quite a similar vocabulary and degree of difficulty.

- *Classifying Letters.* Rather than grouping them by type of business, it appears to be better to classify the letters by type of message—inquiry letters, letters of complaint, collection letters, letters of remittance, letters of recommendation, application letters, purchasing and order letters, sales letters, etc.

Using the latter system of classification has several advantages. It makes possible greater motivation, since one day's dictation in class can cross-section many types of business. It simplifies the vocabulary and preview problem, since the vocabulary of groups of letters will be quite similar and fewer new words will be introduced. It reduces the difficulty of the matter, since not every letter introduces a whole new area of thought or vocabulary.

A further subclassification of letters may be helpful, too, if the letters are separated by length or by tone. The number of words or a key to tone may be written at the top of the letter for ready reference.

- *Keying the Letters.* You will wish to dictate the new material at controlled rates, of course, just as though it were from the textbook; accordingly, you will wish to mark off the words in units of 20 standard words.

Twenty standard words is simply 28 syllables. As you go over the letter, put a mark over every 28th syllable; then go through the material again, numbering the marks—1, for the first 20; 2, for the second 20; 3, for the third; and so on. Or, insert a cumulative "standard word" count, writing 20 at the first mark, 40 at the second, 60 at the third, and so on.

When the material is marked off in this way, it is possible to use it for speed

building just as you do any other counted material—dictating the same letter at several levels of speed after a preview of the new words, spelling, grammatical construction, and punctuation.

When the local dictation material is marked off in groups of 20 standard words, it may be used in either the intermediate or advanced shorthand classes. The Marys, Johns, Davids, and Joans who are still struggling to get their 60 pins are just as anxious for variety and have just as much need for motivation as did the more advanced students.

• **Scheduling the Takes.** As mentioned before, local dictation material should be used as dessert, not as the main course; accordingly, it should be used sparingly. Certainly not more than a period a week should be devoted to it; and if a class is not progressing in its textbook assignments as rapidly as it should, even a period a week may be too much of a good thing. It may be that a "lesson's worth" can be kept in readiness and extended to the class on the day when homework is read back extraordinarily well, as a special prize or reward.

A typical period's take might consist of a series of local letters each dealing with, say, replies to customers' complaints. Each letter is preceded by, "And this letter came to us, thanks to John, from Mr. Sands, in the personnel department at the railroad," or some similar identification. Follows then the preview, as may be necessary, before each letter, and a statement of the rate at which the letter will be initially dictated.

Because the takes consist of several letters, many different students get their spoonful of pleasure and motivation—John is happy because one of the letters is from a railroad; another letter is from the local theater, giving Joan the lift of spirits she needs; a letter from the office of the best local dress shop goes right to Mary's heart.

■ **Conclusion**—The use of local dictation material brings many benefits and satisfactions to teacher and students. There is even stimulation in obtaining the material, and many indirect values accrue to the teacher or student who obtains the material. The writer is surprised, almost daily, with the response and helpful attitude of industrial leaders, store men, and office managers in their willingness to be part of the training process—they are proud to be asked for help.

There are values, therefore, that reach far beyond the learning situation in the shorthand classroom; yet it is here that the use of local dictation material does so much to stimulate new interest in shorthand, to encourage students to strive for higher achievement.

## Filing, with a Flourish

Last month Miss Faunce, distinguished authority on secretarial procedures, started our new series of articles about making the teaching of filing easier, pleasanter, and more effective. She made suggestions, you may remember, for a novel approach to filing instructions by dealing with the how and why of using color. This month she offers means for helping to make the learning of alphabetizing more attractive to the student.

It is interesting to note that, consistent with the publisher's use of certain words in her textbooks, Miss Faunce has here used the verb "to alphabet" rather than "to alphabetize" and the participle "alphabeting" rather than the longer form "alphabetizing." She recommends the use of these approved shorter forms in the classroom.

## Methods of Teaching Filing (2): How to Approach the Rules for Alphabetizing

FRANCES AVERY FAUNCE

Coauthor of "Secretarial Efficiency,"

Author of "The Practical Manual for Office Workers," and other texts

"How would you feel if, when the new telephone book is issued, you found your family's name listed in the wrong place, so that few of your friends would probably ever find it?"

This question will make your class see that alphabetic order is useful—useful to them—useful every day.

"And what if you were in the middle of transcribing a letter that is due at the end of class and the word you needed to look up for spelling had been printed out of place so that the dictionary couldn't help you?"

That, you will explain, would register in you the very annoyance that an employer feels when he asks for an important letter from the files and his secretary lamely says, "It doesn't seem to be where it belongs."

Correct alphabetizing is a necessary tool for the office worker, and the rules have to be mastered to keep that tool sharp for daily help.

"When you know the rules for alphabetizing perfectly," you may say to your students, "it is like having a seeing-eye dog who finds his way around your files with keen instinct and loyal responsibility."

A teacher—or was it a teacher?—said to me, "Students must learn that there are many hard things in life, and that they *are* hard—that's all. They might just as well go at the alphabetizing rules and their practice with the will to conquer, no matter how disagreeable it is."

Well, "conquer" it; yes. But if that outlook (or inlook) were used throughout the teaching of difficult subjects, it would put quite a "crimp" on real interest in teaching and in learning. I don't believe that it is possible to sugar-coat alphabetizing. But it is possible to give it, in its many uses, a zest that will outlive the learning

process and carry over happily into the office. Daily attention to what accumulates in the filing basket should not find the secretary sagging mentally or physically. She should repeatedly make an alert, able, and willing approach to this job. We can prepare students for that attitude.

■ **Enthusiasm for Alphabetizing**—Correct alphabetizing is a matter of *feeling for sequence*—of knowing exactly what neighbor comes directly before and what neighbor comes directly after a given word or name.

"When you play a game of solitaire through to a successful finish, what have you?" you may ask. A student who sees your point will say, "Four piles of cards."

"Yes," you say, "and what about those piles?"

"They are four suits, arranged in order from ace through King."

"Precisely," you say, "and successful filing has its finished sequence, from A to Z. And what more?"

Possibly you will get this more difficult answer: "Each letter has everything under it in alphabetic order, too."

"Yes, and that is the great game of filing—to have everything in its exact place or the game won't, as we say, 'come out right.'"

• **The Case of Miss Asbury.** The first period of the filing course had ended, at long last. A group of students gathered at Miss Asbury's desk.

"Miss Asbury," one asked, "do you like filing?"

Miss Asbury hemmed and hawed inside. "I'd like to like it," she replied.

The students smiled with her.

Then, "I'm glad you asked that question," she went on. "Let's see *why* I have never quite liked filing. If you'll let me go back, and if you'll believe me, there is one main answer: *I didn't really learn the alphabetizing rules at the start.* I am going to tell you the truth. I struggled in an office one summer with a file that was strange



1	2	3
By Initial Letter	By Second Letter	By Third Letter
Adams	Carr	Clay
Boone	Cedric	CLEMENT
CLEMENT	Chisholm	Clinton
Dorr	CLEMENT	Cloud
Ely	Cobb	Cluny
Franks	Cranston	Clyde
4	5	6
By Fourth Letter	By Fifth Letter	By First Name
Cleary	Clemans	CLEMENT, Allen
Cleghorn	CLEMENT	CLEMENT, Barnard
Cleland	Clemleigh	CLEMENT, Carl
CLEMENT	Clemon	CLEMENT, David
Cleveland	Clenton	CLEMENT, Edward
Clews	Clemwell	CLEMENT, Frank

TO ILLUSTRATE alphabetizing by letter grouping, build up the story on the blackboard, as shown above. Capitalize the name CLEMENT throughout, to show how it is sifted down to its final place in an alphabetical sequence. In each set, draw with colored chalk a vertical line down through the words to show where the "arranging point" comes. Let the problem grow clearly and let the solution grow even more clearly.

to me—and I bluffed the rules. A file, you know, can be bluffed about the alphabet when you put papers in by a haphazard, near-enough method. But what kind of method do you think is needed when you or someone else goes to find those stuffed-in papers?"

"I should think you'd always have to use a where-it-belongs method for putting them in," said a quick student.

"Yes," said Miss Asbury, "the sport of filing is finding the one spot where a paper belongs and putting it there. There's only one spot, just as there's only one bull's-eye in a target. You hit it or you don't. The only difference is that, in files, a *near*-hit doesn't score anything. That shot is a dead loss."

That night Miss Asbury went over her own interest—or lack of it—in filing. It was true: She didn't like it, and she could trace the whole problem back to her never having learned the rules herself. She resolved that her students would not suffer from such neglect. So—

The next morning she greeted her class with, "I have a story to tell you. I dreamed—"

And here she nodded skeptically down at herself.

"—that I had mislaid the alphabet. I had a marvel of a job in a marvel of an office—everything comfortable, everything to work with, considerate boss, agreeable people all around me—a good salary. But something kept making me uncomfortable. There was something I couldn't find. It was That Alphabet and the Rules that Belong to It."

Miss Asbury's students were all attention. "How did you know it?"

"I knew it every way I turned. My boss wanted a letter from the files, and I didn't even know which drawer

to go to. I wanted a telephone number, and the telephone book meant nothing to me—all those pages in some silly order—but *what* order I didn't know. Then the cashier came to my desk for a card from our account index. I had to point to the drawers and let him find it.

"By this time I was pretty uneasy about keeping my job even through the day. 'Anyway,' I thought, 'I can type.' But suddenly I didn't know whether the word *quicksand* should be transcribed with a hyphen or not. I picked up my dictionary, but I hadn't a notion what to do about it—where the *q*'s were, or, when I happened on the *q*'s, where the quick's were. I was in quicksand all right."

The class had been quite still. Now they laughed.

"This is the reason, I think," said Miss Asbury slowly, "why that dream came into my head: I wanted to tell you that, if you want to keep your feet out of quicksand in your first job—whether it includes much filing or not—you will be happier by a whole lot, and more useful, if you take a stand right now on firm ground with that alphabet and with the rules for managing it."

■ **The Challenge to Learn the Rules—**"How," you may ask your class, "is the alphabet like a policeman in the office?"

The policeman keeps things strictly in line. The policeman enforces "law and order." Among the policing "laws" of the office are these rules for alphabetizing—the same rules for everyone.

• **Choosing Your Rules.** It is true that the rules are common to all texts on filing. They must be uniform. However, as you know, they are to be found in various arrangements for conveni-

ent teaching, in various looks. It will pay you to look into these to see which grouping of the rules offers to be most easily and pleasantly assimilated by your class.

A reasonable and logical presentation of the basic rules and the exceptions should be chosen to bring a minimum of hardship to your learners, giving them ease in learning and ease of recall throughout their office work.

• **Hurdling the Difficulties.** Can you remember what troubled *you* most in mastering the rules? Can you help your students to hurdle the difficulties that balked you? And, if you are ever in doubt about a rule, can you find the answer readily in a good text—showing the student the avenue you travel to arrive at the answer?

Make the achievement of the *Mac*'s and other difficult sequences seem a real sporting thing to master! When a student sees immediately the application of an exception to a rule, there is cause for commendation.

The alphabetizing rules, you may tell your class, are not easy to learn or to use—at first. The rules of any worthwhile game require learning and practice. In the game of alphabetizing, you must know the rules for yourself at the very start of your filing. They must be in your head when you go through the doorway of your first position.

If you are playing, let us say, Canasta, someone else may say, "But you can't put that card there because the rule is . . ." But when you are filing, you are on your own. You are independent and responsible for applying the rules every time. You are at the wheel and must know all the rules of the road.

■ **From the Known to the Unknown—**Fortunately, the alphabet in its standard arrangement of twenty-six letters is no stranger to students. For years they have been finding things someone *else* has put in alphabetic order. Try out this fact with your class:

"Do you know how to find a name in a telephone directory quickly? Do you know where to find the name of a place in the gazetteer in that unabridged dictionary over there? Did you ever think that someone who knew the rules of this alphabetizing game put those names and words in exact order for your easy finding?"

The class looks thoughtful. This is an easy age of ready-mades—the zipper and the automatic drive. They never did think of that one before.

"Do you ever have trouble in finding the name of a book in a library catalog, or a word in an encyclopedia?"

Yes, they have sometimes.

"But," you go on, "did you ever find a word that was out of its right place in an encyclopedia?"

(Continued on page 94)

**Q's and A's** Last year the author's school conducted experiments in using electric typewriters (IBM's) in both beginning and advanced typewriting classes. In summary of the results of the experiment, Mr. Brendel listed and prepared answers to questions most frequently asked him by other business teachers. Last month he discussed (1) teaching methodology and began (2) an appraisal of the results attained on electrics in his school. He continues here with more on appraisal.

## What Typewriting Teachers Want to Know about Electric Typewriters (2)



**LEROY A. BRENDEL**  
Head, Department of Business Education  
Beverly High School  
Beverly, Massachusetts

• *What specific advantages does the electric typewriter offer in the advanced classes?*

Five:

1. A greater number of carbons can be made with no more effort than with one.
2. The last copy of multiple carbons is almost as readable as the first.
3. Uniform typing on originals and duplicates gives the pupil pride in his finished work.
4. Stencil cutting requires no different touch for good results.
5. Greater production rates can be achieved.

• *Do you think that the fact that the electric typewriter is "electric" makes any difference in attaining higher speeds and accuracy?*

Yes; for—

1. The shorter key dip, with less pressure required for key activation, eliminates lost motion and conserves energy.
2. Pressure of varying degrees activates automatic key responses with uniformity in appearance on the finished copy.
3. Service mechanisms, within easy finger-tip reach, are operated by touch.
4. Double spacing between paragraphs, attained by merely touching

the carriage-return key a second time, conserves time and energy.

5. Raised capitals are almost a thing of the past.

6. Keys rarely clog in the type guide.

The improved mechanical operation of the electric typewriter as outlined above is also directly responsible for a better-adjusted typist to work with—psychologically and physically—for four reasons:

1. Because of the automatic response of the electric typewriter, the pupil "senses" that he can type rapidly, thus giving the teacher the proper mind-set on which to improve accuracy with speed.

2. Ease of operating the electric typewriter reduces work expended to almost one-half of that expended by the manual typist, thereby lessening the element of fatigue. Both hands wait for the carriage return on the electric typewriter, thus affording a split-second relaxation period for the body. Unnecessary arm motion is eliminated, since almost all the movements are completed by the fingers.

3. Electric carriage return provides a feeling of continuity of typing. Feelings of uncertainty in "holding" keys down far enough, proper "throw" of carriage to attain an even left margin, returning fingers to proper home-row keys, etc., are eliminated.

4. The electric typewriter is modern, in line "with the times"—a strong motivating device.

The improved mechanical operation of the electric typewriter, for at least three reasons, permits the teacher to devote more time to practice activities that give the pupil an objective towards which to work.

1. Typewriting cannot be taught through the "lecture method" or by having pupils "just type." The only way one can really learn to type is through practice that has an objective towards which to work.

2. Drills to refine certain manipulative techniques (carriage return, shifting for capitals, backspacing, tabulating, etc.) are, for the most part, meaningless to manual trainees. With their almost complete elimination from the

lesson plans of the teacher of electric typewriters, the time can be put to better use in doing accuracy and speed drills—something that has much more meaning for the pupil.

3. Reduced effort in operating the electric typewriters lessens fatigue; therefore, "rest periods" or "breaks" in teaching continuity are not necessary. Occasional "rest periods" or "breaks" for manual trainees are necessary to combat the boredom and fatigue that accompany repetitive drills necessary to secure maximum results in certain manipulative skills. With the need for such drills eliminated, and with the fatigue element reduced, adequate "rest periods" or "breaks" arise in the normal routine of teaching.

Since, on the electric typewriter, the pupil does not have to think so much about individual strokes because of electrically controlled touch, he can progress more rapidly to syllable, word, and phrase typing, an essential to typing accurately.

■ **3. Transferring from Electric to Manual—Is there a transfer to learning from the electric typewriter to the manual?**

There seems to be strong evidence that there is. Electric operators who experience the thrill of uniform appearance of the finished copy are aware of its absence in their first attempts on the manual typewriters. Keeping eyes on the copy, easily attained on the electric, is maintained once the pupil "gets the feel" of returning his hand to the proper home-row keys. Stroking, an insignificant problem on the electric typewriter, transfers to the manual typewriter without any consequential loss of skill.

• *Does any significant problem arise in transferring pupils from the manual to the electric typewriter or from the electric to the manual?*

There is really no more of a problem connected with such a transfer than in transferring a pupil from one make of manual typewriter to another. The success of the transfer is dependent on how well the teacher has conditioned the mind-set of the pupil. Pupils need encouragement in making any new adjustment. Providing this encouragement through demonstration and word of mouth is the teacher's responsibility and challenge.

Ultimate success in a transfer is not entirely dependent upon the mind-set at the time of transfer. However, failure to condition pupils to the changes and adjustments necessitates more time and effort to complete the change-over.

• *What are some of the factors which influence proper mind-set in transferring from the manual to the electric typewriters?*

1. Manually trained typists must be



cautioned of the split-second waiting period that occurs while the carriage is returning on the electric typewriter; otherwise, a too-rapid stroke of the first letter of the next word may result in the first letter not appearing on the copy.

2. The carriage-return key on the electric typewriter is operated with the right fourth finger.

3. Less pressure is required to activate key response on the electric typewriter.

4. Service controls are touch operated, not held down, to induce activation.

5. The slope of the keyboard on the electric typewriter may necessitate an adjustment of the hand and arm position.

• *What are some of the factors which influence a proper mind-set in transferring from the electric typewriters to the manual?*

1. The manual operation of the carriage return and service mechanisms.

2. A quick, staccato, "get-away" stroke, to activate correct key response.

3. "Holding down" service keys to attain maximum results.

4. Adjustment of finger and arm position to keyboard slope.

• *Which is easier for the pupil—to transfer from the manual to the electric or from the electric to the manual?*

From observation and pupil comments, there appears to be no serious problem in pupil adjustment to either machine. The average change-over is from three to five class periods. Much depends on the teacher's conditioning the pupil for the transfer, as well as on the individual pupil.

• *How do pupils react when transferred from manual to electric typewriters?*

At first there is much excitement and enthusiasm—a new toy to be played with. The rapid carriage return fascinates the pupils. The transferees find the machine less tiring but become concerned over the quick response to their touch, especially the slow-responding type of pupil. For the most part, however, after two to five periods on the electric typewriters, the pupils are doing equally as well as when on the manual typewriters. Once the pupil feels that he is "master" of the electric typewriter, his progress seems assured.

• *How do pupils originally trained on the manual typewriters react when returned to the manuals from the electric?*

They are impressed with the amount of effort required on their part to control and manipulate the manual. Most of the pupils prefer to remain on the electric; but there are those who prefer to return to the manuals—in line with the preference of many typists for

the machine on which initially trained.

• *What happens to the skill of pupils originally trained on either the manual or electric typewriter, transferred to the other, then brought back to the machine on which originally trained?*

The results we experienced were based on change-over periods of from only eight to ten days. However, such results seem to indicate that skill is not retarded; rather, in most cases, it appears that the double transfer improves operation on the machine on which originally trained.

• *Does speed developed on the electric typewriter seem to carry over to the manual?*

After a temporary loss of both speed and accuracy, it appears that once a typist has the "feel" of fast typing, she does not revert to a slower pace. She strives for the faster pace and works to attain it.

• *Does accuracy increase or decrease in transferring from the electric to the manual?*

From available records, it seems that there is not any great change one way or the other. There will be those pupils who will use a "different typewriter" as an excuse for errors; but, in most cases, accuracy standards are maintained.

• *Does speed and accuracy on the manual transfer to the electric when a pupil is transferred?*

After the period of adjustment, these people not only attain their original scores, but in almost every case improve.

• *Did you find any one particular problem that bothered the pupils in transferring from the electric to the manual or vice versa?*

Stroking seemed to be the one chief concern. The electrically trained pupils, when transferred to the manual typewriters, found it necessary to exert greater pressure on the keys. They also found it necessary to equalize that pressure to attain uniformity of type on the finished copy.

The manually trained pupils, when

transferred to the electric, found it difficult to relax their fingers after exerting much energy in the staccato, "get-away" stroke required on the manuals.

• *Did carriage return present a problem to the electrically trained pupils when transferred to the manuals?*

Surprisingly, no. It seems that the electrically trained pupils found this skill-building obstacle of the manual no problem whatsoever. They returned the carriage rapidly, brought their fingers back to the home-row keys with ease, and kept their eyes on their copy as well as when typing on the electric.

• *If a pupil has been trained on the electric typewriter only, then secures a job on which he must use the manual typewriter, can he make the adjustment satisfactorily?*

If such a ridiculous situation should ever arise, the teacher of that pupil should look elsewhere for employment. Teachers need to train pupils on both types of machines. However, the pupil under such a condition should be able to make the adjustment without too much difficulty. Probably the adjustment period may be longer than if conducted under a skilled teacher; but, on the other hand, the weekly pay check is a strong motivating device that is not present in any classroom.

■ **4. Miscellaneous Items** — *What is your personal feeling on purchasing electric typewriters?*

While it is apparent to me that pupils can attain better results in less time on the electric typewriter, the individual teacher or department head must study the following problems before placing electric typewriters in the school:

1. Are there enough electric typewriters in the community to justify such training in the school? More and more the businessman is turning to the high school for trained office help and, through his taxes, is paying to get such help. Therefore, should the businessman be expected to pay a salary to a new employee while the employee adjusts himself to an electric typewriter on the job?

2. What is the condition of the manual typewriters now in the school?

3. Since the cost price of one electric typewriter is approximately twice that of a manual, would the purchase of one electric typewriter deprive a pupil from taking typewriting because no machine was available?

4. Although there is a "lag" in manufacturer's meeting current demands of business and government for electric typewriters, it seems inevitable that the manual will be eventually supplanted by the electric typewriter except possibly in "small" business. Therefore, while an outright purchase of ten or fifteen electric machines in any one year is out of the question for

## D. E. Funds Slashed

Says the bill finally passed by Congress and signed by the President, "Not more than \$900,000 may be used for vocational education in the distributive occupations." Thus, the amount needed for D.E. is halved.

Not all states suffer equal reductions, for each state qualifying for D.E. reimbursement is guaranteed a minimum of \$15,000, under the George-Barden Act. Thus, Nevada loses no funds, while New York loses \$111,000. Only eight states will receive more than the minimum \$15,000.

most schools, an annual purchase of one or two machines will, over a period of ten to fifteen years, provide a business department with adequate machines to meet the gradual increasing need for electrically trained typists.

• *Do all pupils prefer the electric typewriter?*

A few pupils prefer the manual, but these pupils are generally those of slow action or indifferent attitude. The electric typewriter, by the very nature of its operation, incites speed; the pupil who moves and thinks slowly loses the assurance of control that he experiences on the manual typewriter.

The fact that these slower pupils were first trained on the manual typewriter (our electrics arrived five weeks after the opening of school), then transferred to the electric, gave them an excuse for doing poorer work. However, a thorough comparison of their work shows no difference in quality, whether done on the electric or manual typewriter.

• *If a school has only one or two electric typewriters, how would you distribute them?*

1. If a school has only one electric typewriter, I believe it should go into a terminal course—Office Practice or Advanced Typewriting.

2. If a school has more than one electric typewriter, as many as possible should be assigned to beginning typewriting classes. The electric typewriter offers great potentialities as a remedial teaching device for pupils experiencing difficulties with touch, carriage return, eyes on copy, stroking, etc.

• *What special advantages does the electric typewriter offer the businessman that make it necessary for schools to consider providing training on such machines?*

Five:

1. Businessmen have learned that modernization of the office increases production, improves employee morale, reduces labor turnover, decreases absenteeism.

2. Uniformity of the finished work permits distribution of parts of the same job to different typists.

3. Less fatigue.

4. Production costs decrease.

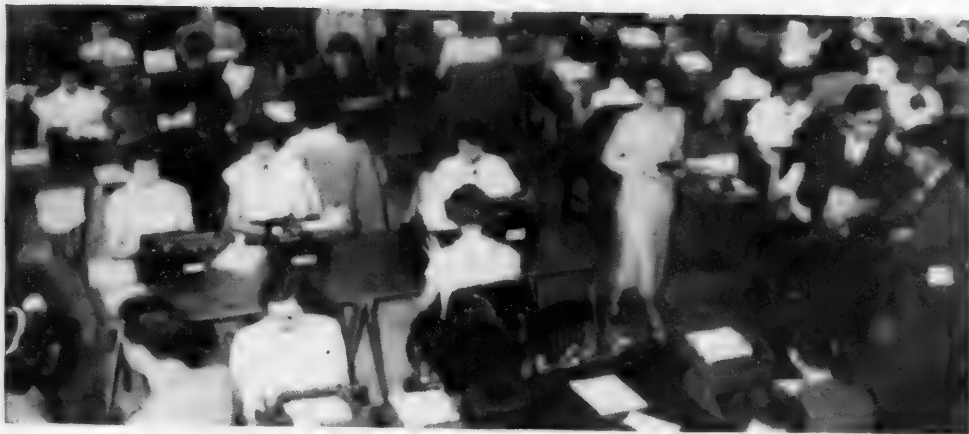
5. Excellent carbon copies, stencils, and masters for duplicating machines.

• *Was teaching electric typewriting limited to beginning pupils only in the experiment in your school?*

No. There were three classes in Typewriting I, one class in Typewriting II (no shorthand pupils), and one class in Typewriting II (shorthand pupils). Periodically, throughout the year, seniors were transferred to the electric typewriters for short periods of training.

Such a variety of skill levels enabled

(Continued on page 100)



Among those participating in Defiance College's annual typing contest . . . was a



group of one-year electric typing students, who competed only among themselves. Winners



on ten-minute straight-copy test were Sandra Comstock (South Lima H.S.), 53.8 net wam F. Badenhop (Napoleon H.S.), 49.1; and Helen Mae Carver (Bryan H.S.), 40.0.

## Electrics—A Typing Contest Problem

In Defiance (Ohio) College's fifth annual typing tourney for high school teams last spring, a new problem came up: Should electric typists compete with manual operators?

A second problem: Each school provides and transports to the contest the machines its team is to use; moving the heavier machines is not so easy. Too, there is the need for sturdy tables and electric outlets.

The first problem was resolved by the sponsors of the contest, who put

the electric contestants in a competitive class by themselves. [Is this a new precedent?]

The second problem was solved by a Toledo typewriter distributor, who provided ten electric machines. The college arranged for the heavy tables and the outlets.

Winner was Sandra Comstock, of South Lima High School, who typed 77/23, for a net of 53.8 wam.—Reported by Nell K. McCue, Defiance department head and contest manager.



**Overseas Report** Dr. I. C. Thimann is a well-known critic and contributor to business-education periodicals in England, and he responded to BEW's invitation by sending us the article below. As competent a teacher as he is a writer, Doctor Thimann has a string of degree symbols that would be the envy of any American textbook author: B.A., B.Com., Ph.D., and F.R.Econ.S. By reading between the lines, Americans can sense that the philosophy and techniques and raw materials of business education are much different in England.

## Business Education in Britain, 1950

I. C. THIMANN  
Sherwood, Nottingham  
England

In England, we do not have an education "system." Our schools and colleges possess no common origin and no common purpose. Besides our "high" or "public" schools, which we call *state* or *free* schools, there are independent schools that may or may not make a profit, and schools run by religious sects that range from 100 per cent independence to 100 per cent dependence on public funds.

A similar confusion is seen in business education. We have "public" commercial institutes run by the counties and cities, financed partly out of rates and partly out of taxes; and we have "private" schools set up by individuals or by organizations, such as the publishing companies. Business qualifications are won at universities and by correspondence courses. Even the Army offers training in shorthand and type-writing.

In schools, at least up to the minimum leaving age of 15, and in evening institutes, we find people taking commercial subjects and languages.

The number of examining bodies is legion. There is no common standard for a school, or its courses, or its buildings. There are no common qualifications for teachers.

If ours is a "system," then I'm an Indonesian! Our "pattern" may be preferable to a pattern that prevails where education has long been state controlled; but the variety of programs in British business education does not smooth out the task of one who is asked to describe them.

■ **Principal Training Centers** — The commonest place of instruction is the public "commercial," or evening, institute. It is there that the bulk of our shorthand-typists, clerks, secretaries, accountants, linguists, and our insurance, distributive, banking, and advertising personnel get their training.

• *Unfortunately*, nearly all this activity goes on after working hours, when the student may be too tired to react properly. At the present moment, most English boys and girls leave school when they are 15, plunging

straight into offices, factories, or workshops.

• *The Government had hoped* to build schools, *County Colleges*, as they were to be known, where employees between 15 and 18 could go for one day a week to continue their education, both professional and general; but these plans have not materialized, owing to postwar economies. Some employers do release their young people each week for a few hours of vocational instruction or teach them on the premises.

• *As I have indicated*, then, most of our business education is a part-time affair. Further, it is usually carried on under depressing conditions.

■ **An Example** — Take the case of George and Mabel Smith. They are Londoners. He is 19, tall, bespectacled, and holds a job as shipping clerk in an import-export office in the city. He needs to improve the French he learned in school but has almost forgotten. She is 18 and wants faster shorthand-typing.

See them, then, one wet September evening, when work is done, queueing up to register at, say, the Whitehall College of Commerce. The building into which they have just stepped is dreary enough. Business Education has no home of its own and, save where it forms an inferior part of some recently built technical college, it is usually housed in an ancient primary or elementary school that may have been built before 1900—and never replaced owing to war or public inertia.

As George and Mabel near the principal's desk, they note with wonderment the dim gaslight, the smell of disinfectant, the children's paintings on the walls, the daytime apparatus hastily stowed away. However, they pay their fees for the session—\$2 each for two nights weekly, September till June—and depart.

• *As Christmas approaches*, George, in his classroom packed with diminutive desks and chairs, and Mabel, slowly increasing her words per minute in a draughty hall upstairs, have ample time to reflect on the weaknesses of part-time education.

The classes diminish, through illness, boredom, or bad weather, until the

teacher, who receives a mere \$5 (less tax) for two hours' teaching, worries lest the class be wound up. He needs the money, you see, to augment his daytime earnings, so poorly are British teachers paid, relative to other professions, notably the doctors, dentists, and opticians of the new health scheme. (Alas! this state of affairs is well-nigh universal.)

• *Nevertheless*, despite the fact that business education has few comforts or social amenities, has second claim on the energies of most students and teachers, and is forced through lack of time into a narrow groove, it has in the past stood us in fair stead and reinforced our one-time industrial supremacy. But it is hardly an efficient instrument under present-day conditions.

■ **Lack of Breadth**—We make the mistake of training the *bulk* of our young people for business before they are properly educated. What of the others?

• *At certain types* of "public" secondary schools, between the ages of 13 and 15, it is possible to learn some shorthand and typing and the rudiments of accounting, in conjunction with such normal subjects as English, history, and geography.

• *At the farthest end* of the scale, there are those who train for higher business posts at technical colleges and universities. Here, after three or four years (now that we have twenty-four months' compulsory military service, one would be 22 or 23 before a cent is earned), the student can get a degree in Commerce or Economics, involving such papers as economics, economic history, a foreign language, commercial law, and numerous optional subjects under the headings of Transport, Trade, and Business Administration. After such training, the candidate aspires to an administrative post, beginning, say, at \$2,000 per year. But, as in the United States, there is likely to be some unemployment among graduates in business, once the seller's market disappears.

■ **Recent Survey**—A recent official report has looked carefully over business education in Britain. It condemns our ancient buildings and sees no method by which they can provide efficient training; they may be compared to old-fashioned industrial machines with limited output.

The report calls for a unified system of certificates of commerce, that provides a basis for assessing the merits of all office personnel and a unified test offering exemption from the preliminary examinations of the 50 or so professional bodies—bankers, secretaries, accountants, actuaries, and the like.

• *The report is opposed* to starting business education before the age of 15, declaring that schools should con-

centrate on a general education up to that age. Few schools, assert the writers of the report, have the necessary personnel or machines to teach even shorthand and typing, particularly to girls who have an insufficient command of English or who cannot spell.

Before the normal leaving age of 15, the report hints, the progress of man in relation to his environment would be a fitter theme than the welter of coronations, battles, and treaties that often passes for History. And in Geography, it would be better to learn where wheat, tin, copper, and sugar originate, rather than the rainfall or population of obscure territories. Mathematics might include some elements of accounting, despite the fact that many young people are likely to be poor mathematicians (though it is true that bad counting sometimes balances a budget more effectively than good).

- *In general*, it is felt that success in business is unlikely to come to the person without a balanced personality, which in its turn derives from a balanced education. True, in the past, many people have succeeded with the minimum of education—the English 19th century threw up many an unlettered tycoon—but, in a complex society, riddled with regulations, this will not continue.

■ **Businessmen's Views**—Of graduates in business, it is admitted that employers are often suspicious. Many managers like to get their employees young and think that college men are not adaptable enough, or will tire of learning the business on a low salary. A degree course in economics or commerce, supplied by university professors, may be too theoretical to be of much value; and in any case, the man representing his firm at home or abroad wants personality and character rather than book knowledge, employers say.

- *As to modern languages*, all authorities feel that we have too long expected foreign buyers to know English. We have dispatched representatives abroad with imperfect or out-of-date knowledge of countries and tongues, or pushed out our letters and catalogues in English. True, English is likelier to become an international language than Esperanto, Saxolatin, or (we may hope) Russian; but, until that time, business education over here must increasingly concern itself with languages.

There is not much scope for the interpreter *per se*, but we badly need executives and representatives who can speak good French, German, Spanish, or Italian. And here, our teaching methods are generally not good enough. Organized classes, at any rate in the earlier stages, are far too large; the

foreigners who teach bring the right atmosphere, but often lack method; and the English lecturer does not usually have a good accent or a knowledge of the country concerned.

In 1854, one of our War Ministers, by sending out a consignment of boots for the left leg only, nearly lost us the Crimean War; and one badly phrased letter can have as disastrous an effect in the trade war.

■ **Summary**—To sum up, business education over here—and, to some extent,

technical education, also—symbolizes Britain's reliance on past successes. The seller's market, which has lasted so amazingly, tends to preserve our ancient habits. Surely, it is reasoned, is not all thriving in business when shorthand-typists can draw \$30 per week—often more than male workers—and firms cheerfully pay for their girls to learn office routine? And is it not obvious that, at a time of maximum employment, commerce must be keeping pace with industry? I wonder.

## No Greater Challenge

*Maybe we need to take a new look at the kind of students who are being enrolled in our "general," "consumer," or "commercial" arithmetic classes on the ninth-grade level—these students who cannot do sixth-grade work. Maybe we need to re-examine the topics we select for the course—or ask students to help us select them. Maybe we need to show students why they need arithmetic and what happens if they do or don't know it. Maybe we need to recognize that ninth-grade arithmetic is not only one of the most important subjects (students may never have another chance to improve on that not-even-sixth-grade-level skill) but also one of the most difficult subjects to teach.*

*There are no "maybe's" about it, says this author, who is an experienced teacher, a department head, and a member of the team of experts now completing the New York City business education survey.*

## How to Make Arithmetic Instruction Much More Effective and Interesting

BERTRAM E. WEISS

Chairman, Department of Accounting  
New Utrecht High School  
Brooklyn, New York

■ **We Need Some Vitalizing!**—In recent years, there has probably been more experimentation with the teaching of arithmetic than with almost any other subject, with the exception of typewriting. However, this experimentation has been confined almost entirely to the work of the lower grades. A few high schools have set up classes in remedial arithmetic, but otherwise there has been little change in recent years in the teaching of secondary school arithmetic.

- *The results obtained* in the average remedial arithmetic class have not been satisfactory, very largely because the teachers have used the same traditional methods to which the students had been exposed for eight years.

In regard to results in business arithmetic as it is generally taught in high school, the most general conclusion is that, no matter how often the course is given, "our students fail to retain an adequate amount of skill for even a short period after training."<sup>1</sup>

<sup>1</sup> Nelson C. Bean and William B. Polishook, "A Digest of Contemporary Thought About Business Arithmetic," *BUSINESS EDUCATION WORLD*, 31: 449-451, May, 1951.

■ **Purpose of "General" Mathematics**—

The course of study in general mathematics for the ninth year was originally designed as a "second track" in mathematics for those students who would normally be in remedial arithmetic or "slow" mathematics classes. The course attempts to give these students the remedial or, in some cases, the initial instruction they need, but from a point of view different from that of the traditional arithmetic class.

- *The approach* is designed to overcome the dislike these students have for arithmetic, or their feeling that they have learned as much arithmetic as it is possible or important for them to learn. After all, they say, they have already completed eight years' study of the subject. The new emphasis is on *functional* arithmetic—which, to most students, means consumer or nontechnical business arithmetic.

The students selected for general mathematics in the ninth year are, in all probability, the ones who are *not* going to attend college and for whom the high school course will be a terminal one. For many of them, the general mathematics course will be *the last formal training in mathematics they will ever have*.

The teacher must decide what topics are of value to the student. A course



of study in general mathematics should give the teacher the right to select, omit, or modify topics. The New York City syllabus states, "The teacher must be free to set the scope for her class and to modify any unit which appears to be beyond the pupils' comprehensions."<sup>2</sup>

#### ■ Criteria for Selection of Topics—

Teachers need criteria to help them determine which topics in the syllabus should receive emphasis and which should be passed over quickly. Briggs gives as the "Golden Rule of Education" the statement, "The first duty of the school is to teach pupils to do better the desirable things that they will do anyway."<sup>3</sup> The arithmetic teacher can make good use of this Golden Rule as a criterion by which the value of the topics in the syllabus can be measured.

Another criterion for selecting topics is that they must be part of "persistent life situations."

• A teacher, in planning his course, should ask two questions:

"If I cover this topic in arithmetic, am I teaching my students to do better a job they will perform anyway?"

"Will this topic be used in many situations in these pupils' lives?"

The answers to these questions must guide the teacher in determining whether the topic is important or unimportant.

• If these two criteria are used to evaluate the consumer-arithmetic section of the general mathematics course, it will rate as one of the best topics in the course of study! But, in addition to evaluating the section as a whole, the teacher must also evaluate specific subject matter within the section.

■ **Prior Knowledge of Student Important**—The type of problem to use is a question each teacher must answer on the basis of his own experience with his students.

• One of the first facts that the teacher should ascertain about his students is their background in arithmetic. The National Council of Teachers of Mathematics, in its *Fifteenth Yearbook*, states that the following may be regarded as the normal arithmetical equipment of the American pupil who has satisfactorily completed the work of the sixth grade:

1. Familiarity with the basic concepts, the processes, and the vocabulary of arithmetic.

2. Understanding the significance of the different positions that a given digit may occupy in a number, including the case of the decimal fraction.

3. The mastery of the basic number combinations of addition, subtraction, multiplication, and division.

<sup>2</sup> Board of Education of the City of New York, *General Mathematics for the Ninth Year* (1950), p. 2.

<sup>3</sup> Thomas H. Briggs, *Improving Instruction*, New York: The Macmillan Company (1938), p. 219.



Mr. Weiss . . . we need vitalizing

4. Reasonable skill in computing with integers, common fractions, and decimal fractions.

5. An acquaintance with the principal units of measurement and their uses in everyday life situations.

6. The ability to solve simple problems involving computation of units of measurement.

7. The habit of estimating and checking results.

A representative group of New York City ninth-year mathematics teachers stated, however, that the students they have in general mathematics do not have, even in the ninth year, the basic knowledge they are *supposed* to have acquired by the end of the sixth year. These teachers have found, nevertheless, that their students have developed some arithmetic skill that might be described as "nonacademic"—they can keep score in various sports, figure averages, and calculate their pay if they work part time on an hourly basis.

• In addition to learning the arithmetic background of his students, the teacher should know something about their socio-economic background, their parents' employment, the type of homes in which they live. He should, of course, also know the intelligence quotients and reading scores of his students. All these facts have a bearing on the selection of topics that will be both of interest and of value to the students.

■ **Teacher-Student Planning**—The selection of topics should not be undertaken by the teacher unilaterally; the students should be consulted, too. Students are more interested and more willing to learn when they believe that they have had a voice in the selection of subject matter.

■ **Objectives**—Leo J. Brueckner states that the social contributions of arithmetic in the modern arithmetic program recognizes two major objectives:<sup>4</sup>

1. The development of the ability of the learner to perform the various number operations intelligently and skillfully.

2. The development of the ability of the learner to apply quantitative procedures effectively in the social situations encountered in life outside the school.

The implication of the first objective for teachers of consumer arithmetic is that they must find some means of getting the learner to perform the number operations intelligently and skillfully. The second objective implies that they must use problems that are vital in the life of the student outside of school.

• Two questions are raised as to what is meant by "life situations outside of school."

"Should the teacher build on what the learner is going to do with arithmetic after he has stopped going to school?"

"Should he build on what the learner does with arithmetic in life situations that he faces as a student?"

The answers to these questions cannot be given in terms of *yes* and *no*, because the teacher must do both. It is more meaningful to students if they learn to do better those things they are doing at the present time; but, at the same time, the school must provide for the future. If the schools are not permitted to "store" knowledge in the students for their future use, many of the things now taught (including practically all vocational education) would be eliminated.

• The "life situations" to which reference has been made would include the purchase of goods and services, making payments, instalment buying, thrift and savings, paying taxes, and travel.

In communities in which students live in private homes, owning a home may be included among the topics for study. In other communities, borrowing money may be a socially important topic. There are many other topics which might be included, but their inclusion would depend on the criteria mentioned previously.

The teacher must be constantly aware that he is teaching more than computational arithmetic. He must stress the social implications of each problem. If, for example, the topic of instalment buying is selected, the present-day world situation may be discussed, the students should consider whether instalment buying leads to inflation, and they should learn the pitfalls of instalment buying.

■ **Articulation with Other Subjects**—The alert teacher will be on the lookout for other subjects in the curriculum that may have implications for arithmetic instruction. Perhaps some work on graphs is being taken up in the social-studies class; the preparation and fur-

(Continued on page 102)

<sup>4</sup> Leo J. Brueckner, "Social Contributions of Arithmetic," *National Elementary School Principal*, 30:7-10, October, 1950.

## The 46 Characteristics of Real Office Dictation

My employer:	Percentage of Replies				Percentage of Replies		
	Always	Sometimes	Never		Always	Sometimes	Never
1. Walks around the room while dictating to me	3	40	57	25. Tries out a sentence before he dictates it	7	47	46
2. Dictates while making or receiving telephone calls	11	49	40	26. Asks me to leave space in my notes for information to be given later	7	42	51
3. Dictates while smoking	25	40	35	27. Tells me, during dictation, to get something from the files	6	46	48
4. Dictates while chewing gum or eating	4	28	68	28. Repeats himself and expects me to correct the error without being told	27	41	32
5. Dictates at an uneven rate of speed	62	34	4	29. Dictates a great many letters at one time to be transcribed later that day	32	44	24
6. Dictates slower than my teacher does	40	49	11	30. Dictates one letter at a time for transcription	10	34	56
7. Dictates the name but not the full inside address	35	49	16	31. Dictates as clearly as my teacher does	39	34	27
8. Watches me and dictates at the speed I am able to take	26	46	28	32. Dictates very short letters	5	84	11
9. Makes comments to me that he does not want included in the letter	34	48	18	33. Dictates very long letters	7	78	15
10. Changes words after they have been dictated	38	60	2	34. Dictates to me while I stand	3	33	64
11. Tells me where paragraphs are to be placed	36	42	22	35. Dictates to me while I rest the notebook on my lap	17	38	45
12. Tells me where he wishes commas placed	22	40	38	36. Gives me time out between the dictation of letters	17	42	41
13. Tells me where he wishes periods placed	20	32	48	37. Objects when I substitute my word for his	10	29	61
14. Spells words for me	8	52	40	38. Inserts extra words after the sentence has been dictated	21	66	13
15. Has me read back to him	20	64	16	39. Permits me to stop him when he is dictating too fast	56	22	22
16. Explains the meanings of words to me	9	36	55	40. Dictates with a foreign accent	16	16	68
17. Asks me whether the sentence dictated sounds all right to me	16	47	37	41. Dictates as I type directly on the typewriter		41	59
18. Asks me to substitute a word of my own for the one dictated	7	41	52	42. Dictates a letter to me with the help of another dictator	3	28	69
19. Hands me the letter from which he has been dictating	48	30	22	43. Leaves out important dates, descriptions, names, etc., and asks me to secure them	10	48	42
20. Asks me to make up the letter myself	4	57	39	44. Uses the same general vocabulary in all dictation	24	55	21
21. Makes errors in grammar, figures, etc.	13	50	37	45. Omits the closing of letters	34	39	27
22. Leaves the dictation in the middle and returns to it later	1	52	47	46. Asks me whether I was able to get the dictation	23	35	42
23. Dictates in English and asks me to transcribe in another language (Spanish, etc.)	2	5	93				
24. Asks me to write a letter like another that had been previously dictated (form letter)	12	67	21				

THE 46 CHARACTERISTICS of real office dictation enumerated above, reprinted from last September's BEW, represent a tremendous challenge to shorthand teachers, who must—somehow—prepare their students to meet the problems inherent in that type of dictation. The author of the following article outlines a detailed, systematic, and comprehensive plan for incorporating these elements in the instructional program. One of the most startling aspects of the author's plan is the introduction of the elements via a graduated series of steps that run throughout the training program, rather than deferring them (in the usual manner) until the final stages of training.

## How to Orient Students to Office-Style Dictation

SIMON A. DUCHAN  
Central Commercial High School  
New York, New York

■ **Why Orient Them at All?**—A recent study has shown that stenographers come face to face with a great variety of perplexing situations and difficulties.<sup>1</sup> Employers use a number of dictating techniques that are far removed from the class atmosphere. No teacher would think of making a grammatical error in dictation, for example; yet the study showed that more than half the employers do just that.

If the school is to prepare students adequately for stenographic positions, must it not train students to adjust to such practices?

If we accept the premise just stated,

we must recognize that dictation with corrections and insertions is not the whole story of office-style dictation.

An illustration of the type of office situation that does occur and that may be created in the classroom can be found in the following exchange at a recent demonstration lesson. After informing the class that the teacher was enacting the role of an employer and that all students were to be held responsible for the dictation, although one was specifically designated as secretary, the employer (teacher) dictated only the first line of the inside address. The secretary was asked to read back, and of course gave only one line.

EMPLOYER: Go ahead.

SECRETARY: You didn't give me the rest of the address.

EMPLOYER: I didn't give you the address? Well, why don't you ask me for it? Don't just sit there like a dummy. Ask me for it if I don't give it to you.

SECRETARY: I didn't want to interrupt you.

EMPLOYER: You didn't want to interrupt me! Look here, I pay you to get things down accurately. I want you to be alert

Having had no previous training in handling such unorthodox situations, the poor girl was in a quandary. Office training can, and should, be given in the classroom so that students will not be surprised or upset when even such an admittedly extreme situation occurs.

■ **Two Approaches to "Office Style" Dictation**—It was not too long ago that

<sup>1</sup> Jack Grossman, "46 Characteristics of Real Office Dictation," *BUSINESS EDUCATION WORLD*, September, 1950, p. 33 ff.



dictation in any but a smooth, steady style was considered detrimental to proper shorthand learning. Many teachers are still hesitant about making use of such material; they feel that it impedes learning and serves to upset students.

- *One common solution* to this problem has been the restriction of office-style dictation to those students believed most able to cope with it, and nearest to it in point of use—the advanced shorthand class. Students who are about to conclude their shorthand studies are said to have less need for formal speed practice, and to be close enough to employment to appreciate the values of office-style dictation.

- *The Developmental Method.* Deferring the introduction of office-style dictation to the final training stages has many merits and some disadvantages. Rather than discuss them at this point, however, let us consider a second method, in which through graduated steps a much broader and more effective presentation can be made, one that not only assures adequate orientation to problems of office-style dictation but also results in some surprising and very desirable by-products.

■ **Grouping the Characteristics of Office-Style Dictation into Teachable Units**—An examination of Mr. Grossman's 46 points reveals a range of situations that can be regrouped into meaningful learning units as follows. (The numbers in parentheses indicate which of the Grossman factors are concerned.)

- *Theory and Beginning Dictation Classes:*

1. Reading back by students of familiar material in the middle of dictation (15): (a) practice in finding place after interruption; (b) stress on silent reading during pauses in dictation; (c) stress on reading for fluency—ability of class to understand meaning of reading, and (d) teaching students to read sentence or phrase after interruptions.

2. Dictating familiar material at uneven rates of speed (5): (a) more rapidly at *beginning* of letter, and (b) more rapidly at end of letter.

3. Training in detecting simple errors in grammar, figures, etc. (21).

- *Intermediate Dictation Classes:*

1. Teacher repeats herself; student trained to correct error without being told (28).

2. Teacher omits closing or inside address; student trained to obtain information (7, 45).

3. Teacher leaves dictation in middle and continues later (22).

4. Students leave space in notes for information to be given later (26).

5. Students trained to detect flagrant errors in grammar, figures, etc. (21).

6. Teacher dictates at uneven rate of speed (5): (a) uneven rate of speed

with average at class level, and (b) short bursts of speed, followed by pause.

- *Advanced Dictation Classes:*

1. Teacher walks around room while dictating (1).

2. Teacher dictates while class is standing (34).

3. Teacher dictates while notebooks are on students' laps (35).

4. Teacher indicates during dictation where paragraphs, commas, and periods are to be placed (11, 12, 13).

5. Teacher spells out words during dictation (14).

6. Teacher makes business-type errors in grammar, figures, etc. (21).

7. Students trained to stop teacher when dictation is too fast (39).

8. Teacher changes words after they have been dictated (10).

9. Teacher inserts extra words after sentence has been dictated (38).

10. Teacher tries out sentence before dictating (25).

11. Teacher asks whether sentence dictated sounds all right (17).

12. Teacher makes comments during dictation that are not to be included in letter (9).

13. Teacher trains students to substitute word for the one dictated (18).

14. Students trained to make up letters (20).

■ **Instructional Methods**—The idea of using office-style procedures in the elementary or intermediate grades may be viewed with skepticism by some teachers, but the author has been doing just that for some time. An illustration of the value of such training may be found in the experience of one student who came back after graduation and was persuaded to relate some of her experiences to a theory class.

She recalled that one morning she arrived at the office at 8:50 and was taking off her coat when the boss rushed over to her, placed her notebook in her hands, and started dictating while she was standing, explaining later that he *had* to leave before 9:00. When asked by a member of the class how she felt about the dictation, she replied that it had not upset her; she had been thoroughly conditioned in class to the idea of taking dictation without warning, especially while walking to her seat.

Having come this far, the reader may well ask, "How are you going to teach students to do all those things?" The following techniques are offered for guidance in orienting students to the office situation.

- *Theory and Beginning Dictation Classes (25 to 50 w a m):* A student who is asked to read after an interruption must start with a meaningful thought. The class can be asked to put aside notebooks and be questioned on meaning after a student's reading. Stu-

dents can be made to realize that a unit of thought is necessary for understanding by others. The vital habit of reading notes during interruptions can be inculcated by constantly asking for reading back after interruptions. Interruptions themselves should occur only during reading back of familiar material and might consist of questions on meaning, spelling, grammar, etc.

On letters that have been thoroughly practiced and so are familiar to the students, the teacher may dictate the first paragraph rapidly and then pause, thereby bringing the rate of dictation to the normal class speed. On familiar letters, the teacher may begin the dictation before the students are ready. This serves, after continued practice, to put them on the alert for any contingency. (It also encourages promptness in arriving in class!)

During the take of a familiar letter, the teacher may deliberately make a mistake in grammar (e.g., *was* for *were*). Students can be taught to watch for such errors, and to bring them tactfully to the attention of the employer (teacher). If a student is tactless in informing the employer of an error, a mild "bawling out" may be administered (after making sure that students realize that the situation is a simulated one). In such cases, a brief class discussion should follow, wherein possible tactful approaches are suggested and discussed, and then evaluated by the teacher.

Students should be gradually oriented to look upon dictation of familiar material in terms of an office situation, and should be constantly on the alert to discover errors and to bring them to the attention of the employer (teacher) in a businesslike manner.

- *Intermediate Dictation Classes (50 to 80 w a m):* After stressing the value of alertness, the teacher can repeat herself during familiar dictation and check to see whether the error has been noted and the correction made.

In redictating familiar material, the teacher can leave out the closing and check students for alertness. Only the first line or first two lines of an inside address may be dictated. The student is to be taught when *and how* to ask for missing information. Suggested techniques should be submitted by members of the class and followed by an evaluation by the teacher.

The teacher may simulate an excuse and leave the dictation of a familiar letter in the middle. At a later time, the rest of the letter may be given. Students should be trained to identify notes and to find their place quickly. The teacher may ask for a reading back of the last sentence, and then continue from there.

In the course of dictating simple material, the teacher may request that

space be left for information, such as a date or amount, which will be furnished later. Emphasis is to be placed on the students' ability to find the place quickly and to read back the last sentence without hesitation.

In redictating the letter, the teacher may insert a plural subject and a singular verb. Students can be trained to detect such errors and to suggest proper changes in a businesslike way. One amount may be mentioned at the beginning of a letter and another figure at the end, such as \$349 versus \$339.

In practicing a letter, the teacher may dictate at a smooth rate of speed, followed by a rapid burst and then a pause. This practice overcomes the fear of falling behind the dictator.

• **Advanced Dictation Classes** (over 80 w a m): Students may be trained to adjust to difficulties in hearing the voice of the dictator. Students should gradually become accustomed to hearing dictation from near or far. Pupils who can take dictation only when aural conditions are ideal are ill prepared for the office situation.

A technique for developing increased interest and variety of approach is to have the class occasionally take dictation while standing, or with notebooks on laps. If not used too often, such procedures may give a good deal of enjoyment to the students.

To provide training for the meticulous employer who constantly indicates paragraphs, commas, and periods, the teacher may introduce a few letters wherein this information is given. Since students, as well as stenographers, find this procedure annoying, a limited amount of such practice is sufficient. By giving practice in dictation with words spelled out, students learn to prepare themselves for the disturbance attendant upon taking that kind of dictation for the first time.

Training to detect errors and dictators' inaccuracies is one of the finest methods for developing a sense of responsibility in the student. If a letter discusses a discount to be taken, for example, the stenographer should, as a matter of habit, calculate the proper amount and check it with her notes. When letters refer to amounts contained in previous correspondence, the stenographer should carefully make a verification of the amounts mentioned, and, when errors are uncovered, should be trained in the proper procedure to follow. Thus, the student should know when to make the necessary correction without notifying the employer (teacher), and when and how to call attention to such matters.

Beginning stenographers find their greatest anxiety lies in the possibility of the employer's dictating too rapidly. Experience has shown that stenograph-



Simon A. Duchan . . . office style

ers do not know whether to stop him and ask him to repeat, whether to ask him to slow down, or whether to throw up their hands in despair and quit then and there. Through the use of a student secretary, the teacher may train students in the proper method for asking an employer to slow down. The teacher will find it wise to train students to take increasingly longer bursts of speed dictation, followed by pauses, while gradually making the students realize that there must be a break in the dictation sooner or later. It is surprising how rapidly students adjust to bursts of rapid dictation when they have been progressively oriented to such situations.

It is extremely rare to find an employer who does not change words or insert extra words after dictating. The several techniques for recording changes should be thoroughly practiced. These include leaving space at the bottom of each page, with a correlated number system to indicate insertions or changes, crossing out material and writing above it where possible, writing in the left-hand column of the notebook and leaving the right side available for changes and insertions, etc. This is the phase of office-style training that has received the greatest attention, and which has been productive of the most excellent practice materials. Mrs. Margaret Rowe's "projects," appearing throughout the year in BEW,<sup>2</sup> provide a fine reservoir for practice in inserting and making changes.

The only problem that faces the student when an employer habitually tries out a sentence before dictating is to determine what is to appear in the transcript. She may elect to write down everything and then cross out items that are not desired; or, she may be trained to study the habits of her employer

(teacher) to note the changes in voice inflection that signify when to take down the dictation.

In like manner, when an employer is prone to ask the opinion of the stenographer as to the effectiveness of a particular thought or sentence, the student should be trained to render an honest, respectful, worth-while opinion. Rote agreement with an employer or constant criticism will lead to ill feeling and poor judgment. The teacher can dictate a sentence and then ask for an opinion on it. The responses of the students can be discussed and evaluated by the class.

Where the employer makes a habit of inserting running comments during dictation, students should be trained to wait patiently for the actual dictation, and, where in doubt, to ask politely for clarification from the employer.

In the final stages of dictation, the students can be given progressive practice in making contributions to the dictation, even to the extent of writing their own letter when called on to do so. Since this is a function of the executive secretary, it is not recommended that too much practice be given in the shorthand class to composing letters. What can be done with a good deal of frequency is to train students to make substitutions where errors, omissions, or improper usage make such changes desirable. It must always be stressed, however, that not every employer wishes the stenographer to make changes on her own. Careful study and observation of the employer are necessary before substitutions should be made on the job.

■ **Summary**—It should be apparent from the techniques and procedures suggested here that what is envisioned is an entirely new approach to the study of shorthand, wherein the emphasis is on training for office attitudes and traits as well as for stenographic efficiency.

Since dictation on the job is frequently far different from that in the classroom, it is necessary, if one wishes to provide all-around stenographic training, to transform the classroom into a miniature office as early as possible in the learning process.

We should, of course, never lose sight of the fact that the most effective development of shorthand speed occurs under the ideal conditions of the classroom. The stenographer rarely increases her speed on the job; providing speed is the task of the school. But we are remiss in our teaching if we do not integrate the work of the class with its ultimate goal: the stenographer in the office. The development of speed and the training of the office personality are not incompatible; both can, and should, be learned in the classroom.

<sup>2</sup> Mrs. Rowe's office-style dictation projects have appeared in the October, November, December, March, April, and May issues of the past two volumes of BUSINESS EDUCATION WORLD. They will continue in those issues of the present school year.



# New Business in Business Education

## Business Law

DR. ENOCH I. KAUFER

Woodbury College  
Los Angeles, California



■ **The Defense Production Act of 1950**—This act had to be extended by an Act of Congress beyond June 30, 1951. If no Congressional action had been taken before that deadline, all emergency control powers of the Federal Government would have expired.

It was under this Act that the Federal Government was enabled to pass *price* and *wage-stabilization* measures. The last-minute extension of the Defense Production Act permitted the Government to continue the activities of the *Office of Price Stabilization* and the *Wage Stabilization Board*. Both agencies operate under the *Economic Stabilization Agency*, which exercises supervisory responsibility.

• Another Government agency vitally affected by the extension of the Defense Production Act is the *National Production Authority*, commonly known as NPA. The American public may not be aware of how much the orders of NPA influence daily business operations. The National Production Authority has the power to control and regulate the industrial might of the nation, to further the mobilization effort, and to strengthen the civilian economy. NPA insures that rearmament requirements for materials and facilities are met on schedule and that, after such needs are met, the remaining supply of critical materials is distributed equitably for nondefense uses. NPA operates primarily through regulations, orders, and directives. Priorities for critical materials issued under this system are known as *Defense Order Ratings*, or—briefly—as DO ratings.

In regard to the highly essential *steel*, *copper*, and *aluminum*, the *Controlled Materials Plan*, briefly known as CMP, has replaced the DO rating system. CMP ensures a balanced flow of essential production and construction with a minimum of interference with the civilian economy. Whereas DO ratings are merely priorities for the purchase of materials, CMP is an affirmative method for scheduling production of defense and defense-supporting items and for allotting the basic materials to assure completion of that production. NPA handles the CMP program through CMP regulations. DO ratings continue, however, in regard to materials other than steel, copper, and aluminum. It appears that American business enterprises will have to keep up with DO's and CMP orders for some time to come.

■ **What Happens to the Federal Income Tax Return?**—The return is only the taxpayer's own estimation of his income tax liability; the true tax liability is not officially determined until the return has been "examined." An actual examination of all income tax returns is impossible, but audits and investigations are undertaken as "manpower permits."

Individuals who filed returns of \$25,000 and over for the year 1950 are sure to have their returns audited at least once every two years. This according to a statement by the *Commissioner of Internal Revenue* before the *House Ways and Means Committee*. The returns for the preceding year will be simultaneously examined, thus assuring 100 per cent

coverage of this group. Other taxpayers should bear in mind that the law gives the Government three years after the return is filed in which to examine it. But if you omit an amount of your gross income that is more than 25 per cent of the total gross income reported, the Government has five years in which to assess the tax. And, finally, in case of fraudulent returns or failure to file a return, action can be taken regardless of how much time has elapsed.

• All income tax returns are given a preliminary examination for mathematical errors in the Collector's Office. There is at least one Collector's Office in each state; the larger states have two or more. New York State alone has six such offices.

If an error in arithmetic is discovered in your return, the Collector sends a correction notice to you with an explanation of the change made. You will also receive a refund or a bill for the additional amount due, depending on whether you calculated too much or too little tax. Such a correction notice is based merely on the arithmetic of computing the amount of tax and is not subject to review by a court; it is not considered an audit of your return.

• A *true audit* of a return goes beyond arithmetical computations. It attempts to uncover errors in reporting income, or in claiming exemptions or deductions, or in computing the tax, as a result of which the tax should have been larger than reported. The Internal Revenue Bureau conducts such audits and examinations either through the *Collector of Internal Revenue* in your district or through *Offices of Internal Revenue Agents-in-Charge*. The method used depends on the size of the adjusted gross income reported, the Collector handling the smaller returns (below \$7,000) and the Revenue Agent-in-Charge handling the field audits of larger returns. Their findings are the basis for deficiency assessments. Hearings and court review are provided for these assessments.

## Distributive Education

R. S. KNOUSE

New York State College for Teachers  
Albany, New York



■ **Get Your Name on the Lists**—If you're not receiving *The Red Barrel*, we suggest that you ask to be placed on the mailing list. This free monthly publication issued by the Coca-Cola Company is tops for sales information. Typical of the contents are several articles in the April and May-June issues. "One Showing Is Worth 100 Tellings," in the April issue, was written by Kenneth B. Haas, former Business Education Specialist, U. S. Office of Education. It emphasizes the importance of the sales demonstration and other types of visual presentation. "Sell Through the Heart . . . Not the Purse" appears in two parts in the April and May-June issues. It explains the "stress and strain" technique of selling and shows the importance of using the right sales appeals. "The Cold War in Selling" (May-June issue) contains excellent suggestions for starting the sale, answering objections, and closing the sale. A postal card will get your name on the mailing list. Send your request to:

The Red Barrel, The Coca-Cola Company, P. O. Drawer 1734, Atlanta, Georgia.

• *The most recent list* of educational materials from the Superintendent of Documents contains three inexpensive publications of interest to teachers of distributive education: "Advertising and Its Role in War and Peace," "Merchandise Display for Simplified Service in Department and Specialty Stores," and "Selling Home Furnishings." These publications contain from 92 to 275 pages and sell for 20¢, 35¢, and 65¢ respectively. If the free semi-monthly "Selected United States Government Publications List" is not coming to your desk, you'll want to get it regularly. Write to the Superintendent of Documents, Government Printing Office, Washington 25, D. C., asking that your name be put on the mailing list.

■ **Advertising and Sales Psychology**—Two features in *Printers' Ink*, the weekly magazine of advertising, management, and sales, are worth the attention of D.E. teachers. These features are: "Which Ad Pulled Best?" and "The Sale I Never Forgot." "Which Ad Pulled Best?" is a series of test advertisements that have appeared in various media throughout the country. For motivation and practical application of advertising principles this series is highly recommended. "The Sale I Never Forgot" series emphasizes sound sales psychology and can be used effectively in teaching the principles of salesmanship.

■ **Two New Releases**—An excellent 21-page pamphlet, "Care of Your Carpets and Rugs," has just been made available to distributive educational personnel. This pamphlet contains merchandise information that will prove valuable to co-operative part-time students and prospective carpet and rug salespersons. Send the request for your free copy to King Hoagland, Secretary, Carpet Institute, Inc., Empire State Building, New York 1, New York.

• *A new informative leaflet* for D.E. and retail personnel has just been published by the American Viscose Corporation. The title of this free leaflet is "Man-Made Carpet Fibers." Requests should be sent to Hilda West, Consumer Service, American Viscose Corporation, 350 Fifth Avenue, New York 1, New York.

■ **"Selling as a Career"**—The winning essay on Selling as a Career appears in the June 15 issue of *Sales Management*, pages 74 and 75. The winner of this national contest, sponsored by National Sales Executives, Inc., is Barbara Ann Buechner, a junior high school student from San Jose, California. Her essay is recommended reading for both teacher and student.

## Business Arithmetic

DR. HARRY HUFFMAN  
Virginia Polytechnic Institute  
Blacksburg, Virginia



■ **Amplification of Multiplication**—Several billing clerks I observed the other day were completing computations prior to typing a set of invoices. One clerk was setting up numbers to make extensions in a calculator, operating it, and laboriously copying the results. Another was flipping her set of salesmen's memos over at a high rate of speed, writing one or two numbers on each. Why didn't the latter use her calculator? No multiplication involved? "It is just easier to write the numbers directly," she said. "Too much bother to fuss with a machine." A mental whiz? No, just common

sense. Here is a sample of some of the extensions she was making:

1½ tons @ \$36 is	4½ tons @ \$42 is
2½ tons @ \$26 is	12½ tons @ \$32 is
7½ tons @ \$22 is	5½ tons @ \$54 is
3½ tons @ \$28 is	6½ tons @ \$28 is

For each of these, she wrote the answers directly: \$54, \$65, \$165, \$98, \$189, \$400, \$297, and \$182. How did she do it? "By doubling and halving." The first extension, 1½ tons @ \$36, is changed mentally to 3 tons @ \$18, or \$54. Double the first figure and halve the second. Multiply the two and the answer is the same as if you had extended the first two figures.

• **Further Applications.** You can mentally change 350 items @ 18¢ to 700 items @ 9¢, or \$63. And 240 items @ \$2.50 mentally becomes 120 items @ \$5, or \$600. 728 items @ \$15 become 364 items @ \$30, or \$10,920. In these two latter cases, the process was reversed to halving and doubling. The principle is the same.

Another application of *doubling* and *halving* is to use it, where applicable, in verifying computations already made by someone else. Still another application is to use it as an alternative check or double check on your own computations, where it is applicable. If you solve a problem two ways, it is virtually impossible to repeat the same error. By hand multiplication you get 270 for  $22\frac{1}{2} \times 12$ . Using doubling and halving, you change the problem to  $45 \times 6$  and secure 270 also. Now you are positive.

Need we say that this is a wonderful tool for securing estimates to more complex problems. Thus, if you had the answer \$967.24 to the problem, 5503 lbs. @  $12\frac{1}{8}\%$ , you would know it was very wrong. You mentally or by pencil change the problem to  $11000 \times 6\%$  or \$660, which is very close to the exact answer, \$667.24.

■ **On the Quick Double**—The doubling and halving method can be handily used for mental and pencil problems such as the following:  $27\frac{1}{2} \times 28$  becomes  $55 \times 14$ . And you can go one step further,  $110 \times 7$ , and the answer instantly is 770. Easy and amazing! How about  $53 \times 24$ , which becomes  $106 \times 12$  or  $212 \times 6$ , and your answer is 1272. The secret is to reduce the multiplier to a single-digit number. Examples of such multipliers, which can be reduced to a single digit, are 24, 28, 32, and so on.

Another fascinating example can be shown when you desire to multiply by 140, 160, and so on. Notice how 140 times 123 can so easily become 7 times 2460. And 160 times  $37\frac{1}{2}$  becomes  $8 \times 750$ ; and, if that is too hard, you can change it to  $4 \times 1500$ .

■ **Drill! Drill! Drill!**—So your students need to drill on the fundamentals of multiplication. You say they have been drilling and don't get anywhere. Why not try *packaged multiplication*, where everyone knows the answer. How to get to it is the catch. Put  $3 \times 5 \times 4 \times 7$  on the blackboard and rhythmically move your finger from 3 to 5 and say 15, to 4 and say 60, to 7 and say 420. Put  $2 \times 7 \times 2 \times 5 \times 3$  below it and read in a similar manner 14, 28, 140, 420. Put some more lines on, and soon your class will join you in reading. Every time you end on 420.

420	360
3 x 5 x 4 x 7 is	3 x 5 x 2 x 3 x 4 is
2 x 7 x 2 x 5 x 3 is	9 x 8 x 5 is
6 x 7 x 5 x 2 is	9 x 5 x 2 x 4 is
7 x 4 x 5 x 3 is	3 x 5 x 8 x 3 is
7 x 5 x 4 x 3 is	4 x 9 x 5 x 2 is
840	315
3 x 4 x 7 x 10 is	7 x 3 x 5 x 3 is
10 x 7 x 4 x 3 is	3 x 3 x 7 x 5 is
2 x 7 x 10 x 2 x 3 is	5 x 7 x 3 x 3 is
2 x 3 x 2 x 7 x 10 is	3 x 7 x 3 x 5 is
7 x 8 x 5 x 3 is	5 x 3 x 3 x 7 is



Repeat each line in slow rhythm and soon your weakest multiplier will be trying to call the numbers. If groups of these are on the blackboard when the students enter, everyone will be interested to see if it is really true that the answers to each group are the same. Your fast student will race through them all.

■ **Editor's Note**—As scores of our readers have already noted, there was an error in last month's column. Under the heading "Bouncing Addition," after this illustration—

$$\begin{array}{cccccccc} 7 & 6 & 5 & 3 & 9 & 7 & 8 & 5 = 50 \\ \hline \end{array}$$

—were the words, "Repeat it backwards in regular beat, thus: 13, 20, 29, 32, 37, 40, and 50." As the readers pointed out, it should have been thus: 13, 20, 29, 32, 37, 43, and 50.

## Professional Reading

DR. KENNETH J. HANSEN

Colorado State College of Education  
Greeley, Colorado



■ **College Teachers Handbook**—*A Handbook for College Teachers*, edited by Bernice Brown Cronkhite (\$3.00, Harvard University Press, Cambridge, Massachusetts) continues the discussion begun in this column last month of books designed to help teachers improve instruction.

The handbook has seven main divisions: The Relation Between Teacher and Student; Varieties of Teaching Method; Some Instruments of Teaching; Speech Mechanics for the Teacher; The Instructor's Many-Sided Relationships; The Search for a Teaching Position; and Significant Aspects of Higher Education in the United States. These main headings are broken down further into the discussion of, for example, How Shall We Evaluate Teaching?—The Instructor and Effective Speech—and Uses of a College Placement Bureau. Each of these topics is covered by a specialist, usually a recognized authority in the field being discussed.

• *The editor*, Bernice Brown Cronkhite, Dean of Radcliffe Graduate School, founded the successful course on college teaching offered at Radcliffe. This book is largely an outgrowth of her experience with this course. In establishing this course, Dean Cronkhite recognized that, to a limited extent, teaching can not be taught because, essentially, successful teaching is a result of a flaming, outgoing spirit. She recognized, however, that, to a great extent, men and women who have succeeded as teachers can offer much that can be helpful to the beginning teacher who has within him the latent ability to teach.

While the book is written primarily for junior college and college teachers, it has many helpful suggestions for teachers on every level.

■ **Teaching Teachers**—*This Is Teaching*, by Marie I. Rasey (\$3.00, Harper & Bros., New York) involves sixteen students and their professor studying applied psychology. Among the sixteen students are a business teacher, a junior high school social studies teacher, and others. The author, through having the reader "sit in on" fifteen sessions of this psychology class, has attempted to do three things: (1) To make concrete the abstractions of the holistic approach to personality growth; (2) To show that progressive education techniques, which are so frequently and eloquently

urged upon teachers-in-training for them to use on pupils, are just as applicable to adults; (3) To present a few substitutes for the old devices of lecture, required readings, and required papers.

• *Dr. Rasey* takes a rather extreme position in the suggestions that she makes. She is advocating what may be considered by some to be *Progressive* education (with a capital P!) on the college level. However, there are many practical and worthwhile suggestions made. This book should be of interest and a great help to all teachers from the elementary grades through the collegiate level who are interested in experimenting with newer and better methods of teaching.

■ **Students Evaluate Their Teachers**—It is recognized that teaching is a two-way process. It has been demonstrated and proved that student evaluation of teaching has high reliability and validity; it is generally agreed that student evaluation has earned itself a prominent place in the administration of our educational systems. There is considerable evidence that on all levels of education an increasing interest in student evaluation of instruction is becoming manifested.

• *The Student Looks at His Teacher*, by John W. Riley, Jr., Bryce F. Ryan, and Marcia Lifshitz (\$2.75, Rutgers University Press, New Brunswick, New Jersey) will be of tremendous help to those interested in a program of student evaluation of instruction. Among the questions answered are: What kinds of teaching attributes students want most from teachers in different fields; how these expectations compare with the actual judgments; what are the characteristics of the "good teacher"; how teachers themselves react to student ratings; and how a project may be translated into better teaching.

Of particular help to teachers interested in improving the quality of their instruction are chapters devoted to a comparison between what the student wants and what the student finds. The appendix contains a sample check list that teachers may use or adapt to their own situations.

## Transcription Project

MARGARET FORCHT ROWE

Howe High School  
Indianapolis, Indiana



This is the first of a series of transcription projects in office-style dictation. These projects will appear in BEW during the months of October, November, December, March, April, and May.

■ **Awards Procedure**—These assignments may be used for O.B.E. transcription awards any time before June 6, 1952.

• *Standards*. A mailable transcript of Assignment A, prepared in 15 minutes, qualifies for a Junior certificate; a mailable transcript of Assignments A and B, both prepared in one 20-minute period, qualifies for a Senior certificate; a mailable transcript of all three assignments, completed in one 25-minute period, qualifies for a Superior certificate.

■ **Before You Start**—Supply students with one letterhead, three interoffice letterheads, four sheets of plain paper for carbon copies, one sheet of onionskin, one envelope, two sheets of carbon paper, and a copy of these instructions.

• *You are a stenographer* working for Miss Dorothy Harrison, Fashion Director of W. S. Rybold & Co. (department store), St. Louis, Missouri. A letter has come from Miss Lucy Evans, president of a young businesswomen's

organization—The Hampton Career Girls, Hampton, Illinois—requesting the department store to arrange a suitable fashion show for the club membership. The members wish to make reservations to eat in the store Tea Room before the fashion show. Miss Jacqueline Lane, of the Fashion Bureau; Mrs. Betty Lowell, manager of the Tea Room; and Bob Holliday, photographer, are other employees of the store.

■ **Your Correct Key**—The project dictation material is presented in both light and bold type. When you dictate, be sure to dictate every word; but when you correct the papers, read only the material given in light type—the bold type indicates repetitions and instructions that the students should not transcribe.

■ **Assignment A, Junior**—Take this letter to Miss Evans and make a carbon of it for Miss Lane. We are certain that we shall be able to plan a very—let's change that. We are eagerly looking forward to being with you Hampton Career Girls. Paragraph. From the list of dates that you submitted to us—leave out that last phrase—that you submitted, we have selected October 18 as being the best, since shortly before that time we hope to receive a particularly lovely group of the latest fashions. Paragraph. Miss Jacqueline Lane, of our Fashion Bureau, will be with you at 1:30 p.m. to furnish the commentary for the show. The program is being planned for about one and a quarter hours and will be held in the small auditorium on the sixth floor. Let's rewrite that last sentence. The program will be held in the small auditorium on the sixth floor and will be a little more than an hour in length. Paragraph. We note that you wish to have lunch in the Tea Room before the fashion show. Therefore, we are requesting Mrs. Betty Lowell, manager of the Tea Room, to make tentative reservations for fifty for 11:30 a.m. You will hear from her directly within a few days. Paragraph. It will be a pleasure to be with your group, and we thank you for asking us. Sincerely yours.

■ **Assignment B, Senior**—Now a memo to Jacqueline Lane. Attached is a letter to Miss Lucy Evans, of Hampton, Illinois. Paragraph. As you will note—no. As the name of the organization implies, this is a group of young professional women. The fashion emphasis, therefore, should be two-fold: (1) suitable clothes for the office; and (2) sports clothes, with an accompanying continuity that emphasizes the need for active sports for those who are indoors all day—change that to—who work indoors at desk jobs. Paragraph. Following this trend of thought, be sure to include a group of separates (the shipment should be in by then) suitable for office wear, emphasizing their easy laundering qualities and the fact that it isn't necessary to launder the entire outfit if the collar of the blouse, for instance, becomes soiled. Possible color combinations are exciting and almost endless—leave that last out—exciting, period. Paragraph. Glamour, of course, cannot be overlooked. Include a few date dresses, formals, etc., but do push the idea of dressing up basics, changing accessories, planning a wardrobe for one hundred per cent usage.

■ **Assignment C, Superior**—This memo to Mrs. Betty Lowell. Tentative arrangements (awaiting her confirmation only) have been made with Miss Lucy Evans, president of Hampton Career Girls, Hampton, Illinois, for a fashion show on October 18. Paragraph. We have set the time for the—no, start again. The Fashion Bureau program will begin at 1:30 p.m., Miss Jacqueline Lane in charge. Paragraph. The organization wishes to lunch in the Tea Room at 11:30 a.m. and is asking for reservations for fifty—put a period after 11:30 a.m. Will you please write Miss Evans concerning the Tea Room arrangements. No commitments have been made other than to say that we have asked you to make tentative arrangements for fifty members of the club. Now a memo to Bob Holliday. Please make the following notation on your calendar: October 18; Hampton

Career Girls; Miss Lucy Evans, president; small auditorium; fashion show beginning at 1:30 p.m. Paragraph. We could use two types of pictures: (1) some members of the organization examining the clothes that the models are wearing; and (2) pictures of the new separates, which should arrive—omit that last and put period after separates. The separates should arrive the day before this meeting. Ask Miss Lane about the latter.

## General Business

DR. VERNON A. MUSSELMAN  
University of Kentucky  
Lexington, Kentucky



■ **Money and Banking Teaching Aid**—"Money and Banking—In Our Everyday Living" is an attractive, well-illustrated, 12-page teaching unit. It was prepared by the American Bankers Association in response to requests from high school teachers for instructional material suitable for classroom use. This booklet deals with such topics as What Is Money?—What Does Money Do?—What Is a Bank?—How Your Bank Operates—The Path Taken by a Check—The Safeguards of Banking. Ask your local bank or clearing house to secure copies for your class.

■ **Left-Handed Check Book**—In an effort to make its left-handed customers happy, a New York City bank now makes two styles of check books. In addition to the traditional type, they also have books that are bound along the right-hand edge, with the stubs to the right of the checks—a real convenience for left-handed people.

■ **Launching a Study of Savings and Investments**—An excellent way to launch a unit on savings and investments is to interest each of your class members in saving for the purpose of buying presents for his mother and dad for Christmas, birthdays, and for Mother's Day and Father's Day. A class co-operative can be organized, in which each student would have the privilege of depositing for safe-keeping whatever funds he desired. A board of directors should be elected and one person designated as treasurer. Auditing committees should check the records periodically to see that the funds and the records are in order and to give class members valuable experience by serving as members of the committee.

■ **Learning Investments from Experience**—One of your local businessmen's (or businesswomen's) clubs would probably be glad to give an award of \$25 or \$50 to the member of your general business class who can attain the best investment record during the year. All students in your class would be encouraged to participate, beginning the program on a particular date chosen by the class. The person who had increased his original investment to the most by the end of the school year would receive the cash award. Every participant would be required to keep records showing the date and the nature of each investment made.

• *Because some students would be able to work with larger sums of money than would other students, the winner could be determined on a percentage basis—the person who had increased his original investment by the greatest per cent. The class members could agree as to whether or not it would be permissible for one to invest his labor also. This would permit students to buy raw materials to be manufactured into products or to purchase*



items for resale. It might also require the keeping of records of the number of hours invested for each project as well as the amount of money.

■ **Packaged Savings**—Only one premium payment each week to cover cash savings, United States savings bonds, and life insurance protection. This packaged savings plan is now offered to its customers by the Bowery Mutual Savings Bank of New York City, and can be recommended to savings banks in other cities. This type of savings plan should appeal strongly to high school youth. For example, for a premium payment of \$3 a week, a person (age 20) would have, at the end of ten years, \$1010 cash in the bank and \$500 in United States government bonds, in addition to a \$1,000 policy of ordinary life insurance.

■ **B & O Works 25 Days for Uncle Sam**—The Baltimore & Ohio Railroad estimates that this year it will work 25 days just to pay its taxes to the Federal government and to the various state, county, and municipal governments along its right-of-way.

## Teaching Devices

HELEN HINKSON GREEN

Michigan State College  
East Lansing, Michigan



■ **Speed and Accuracy**—Our department has worked out some charts for *scoring speed and accuracy* for each type-writing class. We keep a mimeographed supply on hand and save the stencils for re-runs, too. We think the charts have several values: (1) By "lumping" speed and accuracy, they simplify scoring and reduce the number of grades to record; (2) Since each student has a copy, he can use it not only in determining his score for the week, but he can also see his ultimate goal and keep track of his progress right from the start; (3) Psychologically, the way in which the charts are set up seems to have an excellent effect.

• For each week there are nine possible speed and accuracy combinations, or "Scoring Ranges"—three each for an "A," a "B," or a "C." There just aren't any "D's" shown or mentioned—"out of sight, out of mind." Everybody seems to forget about the possibility of there being a "D" and works to score at least in the "C" ranges. The charts are worked out on the principle of more allowable errors on the faster speeds within each grade level, and only gross words are considered.

• Miss Stewart, at Gem City Business College, Quincy, Illinois, has an uncanny way of knowing just *when* to sandwich in a "Now at what speed would *you* like this next dictation?" Somebody who's feeling pushed calls for a very slow speed; somebody going to town calls for a ridiculously fast rate. Good-naturedly, she gives a bit of each. Everybody relaxes and has fun on both tries. Inside of two minutes, she has them right back at *her speeds* with renewed zest and rapport. Watching for and sensing the reactions of your class and suiting your instruction to the need of the moment is the best of all teaching devices.

■ **The "Clinical" Attitude in Typing Classes**—Do your *teaching procedures* need a high-powered shot in the arm? Try a good-sized dose of some of the devices suggested by Joseph B. Cleary, Pace College, New York, in his "Suggestions to Beginning Teachers of Shorthand and Typing" (*The Journal of Business Education*, May 1951). Experi-

enced teachers, too, will find themselves perking up considerably from their pedagogical ills after a few injections of the Cleary techniques. For example, try out Mr. Cleary's "clinical" attitude in your typing-classes. This clinical attitude of Mr. Cleary's involves explaining to the class the need for each member to know the "symptoms" to look for in his typing "ailments" so that, with the aid of the teacher, he can prescribe the proper "remedy" to alleviate the condition. Each student hands in a "diagnosis" of his typing state of health, his typing ailments, and proper treatment for recovery. As one sample, Mr. Cleary gives this:

*Symptoms:* "Ghosts" alongside each typed letter.

*Diagnosis:* Improper stroking.

*Remedy:* Snap, rather than punch keys.

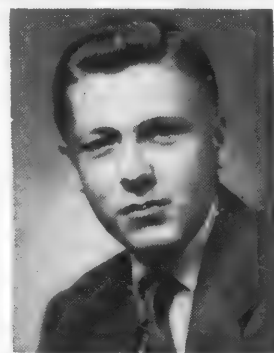
• The important points are that the teacher and the students not only be aware of the symptoms but *know the remedies*, and that the students assume the responsibility of improving *themselves*. This clinical device not only helps the students in analyzing their typing problems, but it is especially helpful in giving the teacher insight into the emotional problems that may be affecting the typing progress of each student. Such insight provides an enlightened basis for individual advice and encouragement.

■ **Speaking of Insight**—I was walking across campus between classes with Morris Straight (accounting professor), when he suddenly sang out, "How's my star pupil these days?" A face lighted up amid the oncoming pedestrian jam at the Red Cedar footbridge and the student gave forth with, "Still right in there pitchin', Mr. Straight!" There was unmistakable pleasure in the tone and the smile. "That," said Morrie, "was undoubtedly the poorest accounting student I ever had—and *anything* but *respectful*, if you know what I mean. I learned early in the game to get the "drop" on him *first*. Sort of disarm him before he cut loose with his barrage. Funny thing! *It always worked!*" Not so funny at that, if you want to go into the psychological aspects of *why* a poor student would feel inclined to heckle a teacher, and *why* a bit of *personalized singling out* of that student *first* would change his attitude. If you want to skip the psychology, et cetera, just take Morrie's word for it and try it on any truculent, chip-on-the-shoulder student. It does work! But be *sincere*.

## Business Equipment

WALTER M. LANGE

Assistant Editor  
Gregg Magazines



■ **Ready-to-Use Record System**—That's the Acme Visible Pocket Card Book. This card book may be used for any record that requires fast posting and instant reference. The index titles on the exposed margins of the cards are clearly visible through the celluloid tips of the sturdy Kraft pockets, and colored signals in the visible margin call immediate attention to special facts. Cards are not lost or misfiled because they are always instantly accessible. The book is bound in luggage-tan imitation leather with laminated plywood covers securely joined by means of a double-hinge metal back. Lies flat when opened.

• The book comes in two sizes: 8 inches by 5 inches or 6 inches by 4 inches. It can be purchased at office supply dealers or stationery stores. Manufactured by Acme Visible Records, Inc., 122 S. Michigan Avenue, Chicago 3, Illinois.

■ **Walletsize Pens and Pencils**—A complete line of plastic and metal Walletsize pens and pencils has been announced by the Fisher Pen Company, 757 Waveland Avenue, Chicago 13. No larger than a king-sized cigarette, the pens and pencils can be clipped onto a wallet, checkbook, or pocket. Measuring 3½ inches long when closed, the pen or pencil is only 5 inches long when opened, and is designed to give proper writing balance.

Fisher pens are simple in principle but are scientifically engineered. The Fisher pens use a Durilium-point ink cartridge that has an ink-trap collar. This collar traps surplus ink and returns it to the ink reservoir. This results in increased writing time and eliminates leaking and smearing at the point.

• *The Fisher pens and pencils* are available at popular prices in colorful plastic barrels and metal-cap combinations. Dualtone all-metal pens in chrome and gold finish are also available.



■ **New Low-Cost Folding Machine**—The A. B. Dick Company of Chicago has introduced a new folding machine called the Model 56. This machine, designed to stress ease of use by clerical employees, has one big feature—a “Quick-Set Fold Chart” that reduces the most commonly used folds to simple alphabetical settings. Included in this chart are

single folds, parallel letter folds, double parallel folds, accordion or statement folds, French folds, and horizontal with two vertical folds. Upper and lower fold plates bear precision scales clearly marked in inches to permit accurate plate settings for other types of folds.

• *The Model 56 Folder* folds paper stock of from 16- to 36-pound weight. Sizes range from 2½ to 9 inches in width and 3½ to 14 inches in length. A simple angular adjustment compensates for paper that is not squarely cut.

■ **Automatic Film-slide Unit**—Announcement of a new self-contained Projectograph has been made by the Projectograph Corporation, Oshkosh, Wisconsin. A low-cost, portable unit, this machine shows colored or black and white 35mm films on a large built-in screen.

• *Teachers and lecturers* will find Projectograph invaluable for making difficult subjects more interesting and easier to understand. By simply plugging it in, full color slide films of charts, diagrams, and pictures can be shown without darkening the room. Clear, sharp pictures are projected on a 108-square-inch screen, which is recessed for better illumination. The machine can be adjusted to 5-, 10-, or 15-second showings of each picture; and, by using the remote control feature, you can start and stop the machine at any point—after which it resumes regular continuous operation.

Film subjects are changed swiftly and easily with the Pic-Disk, an exclusive Projectograph feature that holds 14 pictures mounted in standard ready-mount frames. These disks may be filed and handled just like phonograph records.

• *Contained* in a handsome luggage-type case of rugged construction, the machine is 16 inches high, 13 inches wide, and 13 inches deep. Cord and extra lamps are held in a special built-in compartment; and the screen is protected by a special screen protector. The entire unit weighs only 25 pounds and is easily carried.

## Teaching Filing

(Continued from page 79)

No, they haven't.

“That, then, is just the perfection that has to be expected in office files and indexes. Anyone—not just you—must be able to find the letter to Mr. John Smythe in a different place from a letter to Mr. John Smith.” (You write the two names on the board and ask quickly, “Which, by the way, comes first *Smythe* or *Smith*”—just to prove your point.)

• **Demonstration of Familiar Aids.** Familiar aids to alphabetic consciousness can be assembled for demonstration:

- Desk dictionary
- Unabridged dictionary
- Telephone directory
- Classified section of same
- Drawer from a card index
- Small box index
- Town or city directory
- One- or two-volume encyclopedia
- Thesaurus
- Mail-order catalogue (for index)
- Cook book (for index)

Bring out all possible aids to ease in alphabetic work, such as the thumb index of the dictionary, which really resembles the main guides in the files. Then there are the drawer labels on a card catalogue, the page guides in the

directory and the encyclopedia, the guides in the card index.

“You know pretty well how to find what you want in all these,” you can offer. “With the rules in your mind, you can be throwing your knowledge of the alphabet into reverse. Not only can you go ahead to *find*, but you can also go ahead to *put things* in exact place. Alphabiting three names is more of a challenge to the wits than *finding* those three names in a file. If you can file for sure-fire finding, you will save time, patience, annoyance of your employer and others. It pays to be a good put-er-away.”

*This is a good time to introduce the miniature sets* that are to be used for filing practice, just to intrigue students with the notion that, when they have learned these rules we have been talking about, they will have a real chance to play the game.

• **Bringing the Rules Home.** When the rules have been introduced, make alphabiting practice interesting by devising a few simple lists—with the help of the class.

Suppose you are holding a class or school banquet. The students desire democratic seating at tables. Alphabetic arrangement is decided on. Have them each list all the names on slips of paper to simulate the place cards. Each student is to assemble a set of

slips in alphabetic order and number them. When one student reads her set in sequence for class checking, any student whose order differs should stop the reading until the *Why* of the right sequence is thoroughly understood. Some student will call out, say, “But you have to put *Fl* before *Fo* because *l* comes before *o* in the alphabet.”

Or again, assign the following: “Make a list of no less than 30 items within one category of special interest to you—tools, sports and sports terms, flowers, foods.”

Then have students try proper names of their friends and acquaintances, “such as you might wish to put in order for your personal telephone list.”

Or: “Take your own last name and choose 20 first names you would like to try with it, in place of your own first name. Type these, with the last name first, and alphabet them by numbering them in order in the margin.”

■ **Summary**—Watch for this discovery! When the alphabiting rules have been thoroughly grasped for the purpose of filing and indexing, the student is sure to discover that *finding* words in a dictionary is delightfully easier than ever before—that a name in a large telephone directory is located more swiftly. The student will then recognize that familiar finding and the less familiar filing are “sisters under their skins.”



FINEST FURNITURE COMPANY

Sales Record

For Week Ended September 29, 1951

Salesman	Cash Sales	Charge Sales	Total Sales	Returns and Allowances	Net Sales
Armstrong, George	54 45	382 76		17 40	
Bowen, Albert	101 22	216 47		9 50	
Conway, Harold	98 70	221 60		14 45	
Dorman, Arthur	116 35	304 49		45 98	
Eastwood, John	75 05	410 29		3 00	
Fowler, Phillip	189 90	254 56		12 89	
Greene, Martin	56 63	329 95		25 50	
TOTALS					

Payroll Record

For Week Ended September 29, 1951

Employee's Name	Salary	Commission (2% of Net Sales)	Total Salary and Commission	Deductions Income Tax	O.A.S.I. Tax*	Amount of Pay Check
Armstrong, George	50 00	8 40	58 40	3 60	88	53 92
Bowen, Albert	65 00			3 50		
Conway, Harold	60 00			7 40		
Dorman, Arthur	70 00			11 60		
Eastwood, John	65 00			8 90		
Fowler, Phillip	50 00			8 20		
Greene, Martin	65 00			6 20		
TOTALS						

\* Old-Age and Survivors' Insurance Tax (Social Security), 1½ per cent of Total Salary and Commission

## Sales and Payroll Records—October Bookkeeping Contest Problem

MILTON BRIGGS  
Bookkeeping Editor

■ **What the Employer Wants**—Last summer I spent some time at a delightful vacation spot in a small village on the New England sea coast. One of my temporary, two-week neighbors was the personnel director of a large department store. For years it has been his business to hire (and fire) salesclerks, bookkeepers, typists, file clerks, secretaries, cashiers, and general office clerks. The store is one of outstanding efficiency, one of the most progressive in policies and service to its customers.

One day, Mr. P. D. and I were in the midst of a blueberry patch picking plentifully when he developed a shop-talking mood. This presented for me a fine opportunity to garner some worthwhile information for you.

"How do you select the young people you employ in your organization?" I asked him.

"First," he replied, "I want an employee who has left a good record behind him in school."

"How do you get that record?" I asked.

"I communicate with the head of the

business department or with the principal of the school the applicant attended," he replied. "I find school administrators and teachers very willing to help, and their judgment and recommendations always prove reliable."

"After you have investigated the school record of your prospective employee, what are your requirements?" was my next question.

• **Qualifications.** Later on in the day (following consumption of his wife's delicious blueberry pie) he gave me the following list of qualifications, which he had labeled Good Business Habits—Accuracy, Neatness in Work, Punctuality, Good Health, Neatness in Personal Appearance, Cheerfulness, Interest in Work, Ability to Follow Instructions, Initiative, Courtesy, Self-reliance, Self-control, Thrift, Desire to Succeed.

You will agree with my summer-vacation companion, I am quite sure, that this list of qualifications comes close to covering the good business habits that we teachers are constantly trying to instill in our students from day to day. Any progressive business

man or woman is interested in employing young people who have succeeded in cultivating these good business habits that are a part of the foundation of good living.

Students can acquire and develop these habits as they study the structure of the business world while they are in school. Teachers are the architects who design and supervise the structure, always willing to help the students with their problems as they aim to build a better business world.

■ **BEW's Awards Program**—Each month, September through May, this magazine publishes a Bookkeeping Awards Contest. Each contest is planned to help students develop several good business habits. As students work through the contest problem, they will cultivate these habits automatically. Their accomplishment is rewarded with a worth-while certificate of achievement or pin, which becomes visible evidence of their abilities and a splendid introduction to any future employer.

The Bookkeeping Contest problem this month introduces two forms for record keeping that do not appear in many textbooks. They are auxiliary records similar to those used in many businesses. The first, a Sales Record, constitutes the assignment for the Junior Certificate of Achievement or pin; the second form, a Payroll Record, is the one to be completed for the Senior Certificate of Achievement or pin. Please read the contest rules carefully before you begin the contest in your classroom. The teacher's key, with the answers for both parts of the problem, is given on the next page.

■ **The October Problem**—Teachers, please read the introductory paragraphs to your students. Reprints of the complete problem may be purchased for your students if you desire them. (See contest rules.)

Last summer, assume you worked in the office of the Finest Furniture Company. In substituting for clerks on vacation, you were asked to keep a record of sales and assist in preparation of the weekly payroll. In this contest, you can earn a Junior Certificate of Achievement or pin by completing the Sales Record, a Senior Certificate of Achievement or pin by completing both the Sales Record and the Payroll.

■ **Instructions for Students**—(1) On plain white or composition paper, 8½ by 11 inches, copy and complete the Sales Record. You may print or type the headings, but use pen and ink for names and figures. There are 19 spaces to be filled with total or net sales figures. (2) Prepare a payroll form like the one illustrated. Copy the information shown, then complete the record by making the necessary com-

# BOOKKEEPING CONTEST RULES

1. Students enrolled in business education classes everywhere are eligible to participate. Reprints of the contest problems may be purchased from BEW at 5 cents each or by subscription: 10 tests a month, for nine months, cost only \$2; each additional subscription for nine months, 20 cents.

2. Either teachers or student judges may select the papers to be certified, but the teacher must write and sign the statement that certifies to the eligibility of the students named.

3. Print or type a list of the names of students who prepare acceptable papers. Indicate beside each name whether the student is to receive (a) the junior award or (b) the senior award, and whether application is made for a Certificate of Achievement (fee, 10 cents), a gold-and-enamel O.B.E. pin (fee, 50 cents), or both (fee, 60 cents).

4. If 15 or more students qualify on either or both problems and are named on the teacher's letter, select the one best paper and attach it to the list of names; if, upon examination by BEW judges, the paper is found completely satisfactory, the "best" student will receive BEW's junior or senior O.B.E. pin free. Moreover, after the judges have examined all the best papers, a special Honorable Mention list of "the best of the best" student bookkeepers will subsequently be published in this magazine.

5. Mail the list of names, the one best paper and a check or money order covering the fees to: Awards Department, BUSINESS EDUCATION WORLD, 330 West 42 Street, New York 18, New York. DEADLINE DATE: November 1, 1951.

6. Judges are Milton Briggs, Walter M. Lange, and Dr. Alan C. Lloyd. Decisions of the judges are final.

putations. Use pen and ink. There are 30 spaces to be filled.

## Teacher's Key—

• **Sales Record.** Net Sales: Armstrong, \$419.81; Bowen, \$308.19; Conway, \$305.85; Dorman, \$374.86; Eastwood, \$482.34; Fowler, \$431.57; Greene, \$361.08. Totals: Cash Sales, \$692.30; Charge Sales, \$2120.12; Total Sales, \$2812.42; Returns and Allowances, \$128.72; Net Sales, \$2683.70.

• **Payroll.** Pay Checks: Armstrong, \$53.92; Bowen, \$66.59; Conway, \$57.73; Dorman, \$64.74; Eastwood, \$64.63; Fowler, \$49.55; Greene, \$64.94. Totals: Salary, \$425.00; Commission, \$53.68; Salary and Commission, \$478.68; Income Tax, \$49.40; O. A. S. I. Tax, \$7.18; Pay Check, \$422.10.

■ **Coming Attractions**—The subject of the Bookkeeping Contest next month will be *journalizing*. Subsequent contests will feature posting, preparation of the trial balance, a study of the simpler forms of financial statements, and a unique vocabulary-building contest. Subject of the big International Bookkeeping Contest (February 1-March 15, 1952) will be announced in the January issue of this magazine. Have your students follow these monthly contests, and then join the thousands who share the large number of prizes in the International Contest, which is a feature of classroom activity in bookkeeping courses throughout the world. Your students will welcome a change from textbook routine. Try it!

# THE PROVIDENCE-ACME CORPORATION

Boise, Idaho

Butte, Montana

1 Portland, Oregon

Spokane, Washington

2 Williams & Robins Inc.

3 333 Park Ave.

4 San Francisco, 6, Calif.

5 Dear Sir:

6

ATT. Ronald J. Keeter

7 "Build a better mouse-trap, and the World will beat a path  
8 way to your door. That makes good sense! So, does making ERASUR-  
9 NEAT available for your staff. This is the product that does  
10 exactly what it's name implies---permits the making of neat eras-  
11 ures.

12 Its in liquid form and typewriter errors disappear when  
13 dabbed with a drop of this magic fluid. No blotter is required  
14 since ERASUR-NEAT is absorbed by paper. Absorption takes place in  
15 less than fifteen seconds. Each one ounce bottle is equipped with  
16 an applicator. Perfect results is guaranteed when ERASUR-NEAT is  
17 used as directed.

18 ERASUR NEAT eliminates the clogging of typewriters with eraser  
19 fillings and the re-typing of correspondents upon which an erasure  
20 was unsatisfactorily made. It permits the removal of errors from  
21 carbon copys without smearing. It fills a need long felt in the  
22 business world. You owe it too yourself to try erasur-neat! May  
23 we sent a sample bottle to you, Mrs. Keeter. Just mail the postage  
24 free postal card that is attached.

25 The costs of the 1-oz. bottle of this magic formula is 50¢.  
26 The pint economy size is \$650. Special rates are aloud on quant-  
27 ity lots. May we here from you after you give ERASUR-NEAT a text.  
28 You're comments will be very much appreciated.

29

very cordially yours,

*Frank Rass*

30 RF:cs •

Frank Rass, Manager

HERE'S THE FIRST of BEW's new series of provocative letters—loaded with so many errors that finding them all becomes a game through which attentiveness to detail and alertness to proofreading problems may be taught. There are 59 errors above.

## "World's Worst Transcript" Is Back

After a year's absence, back to the pages of BUSINESS EDUCATION WORLD comes the "World's Worst Transcript," at the special request of hundreds of teachers whose store of earlier "WWT's" is exhausted.

■ **Teaching Device**—The WWT started in this magazine many years ago and won acclaim by teachers of typewriting, transcription, and office practice as a fine device for making a game instead of a chore out of proofreading type-script.

The teacher duplicates copies of the problem letter, being careful to copy every error exactly as shown and to include the line count. Given a copy of the letter, students are challenged to detect the errors. After ten minutes for

encircling errors, and after an exchange of papers, the teacher reads the corrected letter (key on page 102, this month) while the students determine the number of errors detected on each paper.

On first experience, students do not detect a high percentage of the errors; but, after three or four experiences, learners become alert to proofreading—hence the value of using the WWT as a teaching device.

■ **Certificates, If You Wish**—BEW has three certificates for which students may qualify for "efficiency in proofreading." Junior certificate requires that 80 per cent of the errors be detected; senior, 90 per cent; superior, a typed transcript wholly correct.



## Helen Jansen, Supervisor

EDITH M. DEAN

■ It was almost 1:30 when Helen got downstairs to the second floor cafeteria of the Big General<sup>1</sup> Chromium Building. As she paid the cashier, she scanned the booths along the window for a glimpse of the girls in<sup>2</sup> her department. They had come down almost an hour before and would probably be through eating but she wanted to<sup>3</sup> join them while they finished their coffee.

It had been quite a morning! And Helen knew from experience that the best<sup>4</sup> way for her to relax at lunch was to have some laughs with the girls. But the booths in the front part of the cafeteria,<sup>5</sup> at least, were deserted. Two girls from the stenographic pool were sipping cokes at a side table, but there<sup>6</sup> was no one from her department in sight.

Tray in hand, she walked part-way back to the rear of the big eating hall and<sup>7</sup> stopped at the water-cooler. She had just placed the glass under the water tap when she heard a familiar voice from<sup>8</sup> the back room. It was Karen. Karen Childs. The garg was still lunching after all!

Helen started through the passageway<sup>9</sup> to the back room which formed an annex to the regular cafeteria. She had almost reached the door when she<sup>10</sup> heard Karen say, "Well, our friend Helen finally made 'Supervisor,' didn't she? Heaven knows she has been trying<sup>11</sup> long enough!"

The words were like a slap in the face to Helen. With only a few steps to go to the back room, she<sup>12</sup> pulled up short.

"Did you see how she handles that desk sign 'Helen Jansen, Supervisor'?"

It was Bonnie Wilson's voice.<sup>13</sup> "You'd think it said 'Handle With Care.'"

■ As quickly as she could pull herself together, Helen turned in the passageway<sup>14</sup> and walked back to the main cafeteria. She slipped into the far corner of a booth and pressed fingers into<sup>15</sup> her temples. But she had only been in the booth a minute when the girls came out—six of them—and clustered around<sup>16</sup> the dessert counter while Marcia and Hilda ordered ice cream cones.

Alone in her corner of the booth, Helen was<sup>17</sup> out of sight but not out of hearing range of their voices. It be-

## The sign solved the problem!

came immediately apparent that the girls,<sup>18</sup> having once started, were not inclined to give up their after-dinner sport of criticizing the new boss!

"She does<sup>19</sup> handle that sign with kid gloves," Karen agreed.

"Maybe something's wrong with it," Hilda ventured.

Marcia took up the slack<sup>20</sup> in the ensuing silence. "Anyone else want a cone? How about you, Bonnie? I've never seen you when you couldn't<sup>21</sup> eat one, but you don't gain an ounce."

Helen pushed her own neglected food away. She wondered if she could slip out<sup>22</sup> unnoticed, but decided not to try.

"I suppose Helen does plan to keep us busy," Hilda resumed the<sup>23</sup> discussion, "but she gave us two fifteen-minute rest periods a day."

"Because she knew most of us were taking a<sup>24</sup> half-hour," Karen commented icily.

"Did you ever notice how she handles an error when an engineer<sup>25</sup> makes one in a report?" Bonnie asked through a mouthful of ice cream. "She questions him about something else on the same<sup>26</sup> page and lets him find his own mistake. And I would just love to tell one of those guys that he had jammed something up."<sup>27</sup>

Teresa Wayne, the new girl, spoke up for the first time. "Well, girls, I probably wouldn't have applied for the job if I had<sup>28</sup> known I would work for a woman, but she sounds very efficient."

"Shouldn't we go?" Marcia interrupted suddenly.<sup>29</sup>

"If we don't, we might get docked," Karen quipped.

Catching her breath, Helen crowded close to the wall of the booth as the<sup>30</sup> girls walked by on the other side. Well, they had left her no illusions as to what they thought of her.

■ Everyone<sup>31</sup> was at work when their mortified new supervisor returned to the office. She slipped her purse into her desk drawer<sup>32</sup> and was about to sit down when Karen's whisper carried across the room: "Must be nice to have bankers' hours—lunch<sup>33</sup> hours, that is."

Helen's lips tightened. She took a step toward Karen's desk. She didn't quite know what she would say. And she was<sup>34</sup> secretly glad when Hilda and Marcia walked over to her. For a moment Helen had forgotten that she had<sup>35</sup> asked them to see her after lunch. Recovering from her confusion, she lifted her green desk blotter and withdrew<sup>36</sup> a penciled chart she had drawn for rearrangement of the group.

"Since you girls both do filing, I thought we'd put all the<sup>37</sup> file cabinets over in the corner." Helen pointed across the room. "Over there where the water-cooler is<sup>38</sup> now."

"Suits me." Hilda agreed quickly. "How about you, Marcia?"

Marcia studied the chart thoughtfully. "If filing were<sup>39</sup> all I did, it would be fine, but I also take drawings to the blueprint room. With this arrangement I'd be farther<sup>40</sup> away."

"A little walk won't hurt you," Hilda teased.

Helen grasped a corner of the chart. "I see what you mean, Marcia.<sup>41</sup> Do you have any suggestions?"

"If the file cabinets were turned back-to-back with my desk, it would be more convenient<sup>42</sup> for me and for the draftsmen to leave their drawings, too."

"Would the file cabinet fit?"

Marcia nodded. "I measured<sup>43</sup> it. I've been wanting it that way for a long time, but Mr. Farley is so busy, I have not had a chance to<sup>44</sup> talk to him."

Helen dismissed the girls with a smile. "As soon as I get the chart completed, I'll see what can be done."<sup>45</sup>

■ After Hilda and Marcia returned to their desks, Helen sat for several moments and watched the group. She hated<sup>46</sup> the invisible wall that stood between them. It was a part of her new job to make them see that there is a<sup>47</sup> difference between personal and professional relationships.

But the tension continued to mount as one day<sup>48</sup> turned into the next. Karen resented it when Helen asked her to prepare all letters for her signature, as<sup>49</sup> supervisor, unless they were dic-

## \*CROSS INDEX

Each month BUSINESS EDUCATION WORLD presents some 5,000 words of new dictation material for the use of shorthand teachers. The materials selected for this purpose are given in Gregg shorthand in the same month's issue of *Today's Secretary*. Through the use of the cross index given here, these dictation materials serve also as a ready key to shorthand plates in that magazine. The materials presented here are counted in units of 20 standard words.

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tated by Mr. Farley personally. It annoyed Bonnie one day when<sup>50</sup> Helen asked her to put aside her routine work long enough to type a "hot" report. Even Hilda, who had been<sup>51</sup> friendly, turned against her when Helen told her that the files were in good order but that they should be tabbed so that<sup>52</sup> anyone could get material from them if necessary. For the first time in years Helen's office problems followed<sup>53</sup> her home.

Then one Wednesday morning, the office atmosphere was charged with sudden friendliness. Helen was too puzzled<sup>54</sup> to be really pleased. She felt as if she were passing through the "eye" of a hurricane, and she kept thinking<sup>55</sup> of the "rough weather" ahead. But if she was puzzled by the unexpected attack of friendliness, she was<sup>56</sup> completely mystified by the trend of the girls' remarks. "Tough break, kid." . . . "I didn't think Mr. Farley would do that to<sup>57</sup> you." . . . "Don't let it get you down." . . .

■ Helen was still puzzled at noon, and her tangled thoughts took her away from the story<sup>58</sup> she tried to read as she picked at her salad.

When she returned from lunch, the girls were gathered around her desk. Pam, it<sup>59</sup> seemed, had been elected speaker for the group. "Helen," she began contritely, "we're sorry about what has happened.<sup>60</sup> We couldn't believe it for two or three days. Then we wondered if it was our fault. I mean—well, you know how we've—"

As<sup>61</sup> she floundered for the next words, a man approached Helen's desk. Relieved at such an opportune interruption, Pam asked<sup>62</sup> him, "Can I help you, sir?"

"Mr. Michaels in the wood shop asked me to return this to Miss Jansen." He handed a<sup>63</sup> tissue-wrapped package to Pamela. "He said he didn't think she would have any more trouble with it."

"Thanks, Bert," Helen<sup>64</sup> called as the young man weaved his way through the drafting tables across the aisle. "And thank Mr. Michaels, too."

Karen<sup>65</sup> looked at the package in Pamela's hand. "Helen Jansen, Supervisor," she read through the new plastic cover. "You<sup>66</sup> mean it has been in the shop?"

"Why, yes, one of the letters was loose—wait a minute." Helen's eyebrows lifted in a<sup>67</sup> question. "When the sign disappeared, did you girls think that I was no longer Supervisor?"

A look at the perplexed<sup>68</sup> faces around her was all the answer she needed. The silence that followed seemed to have thickness and texture. Under<sup>69</sup> cover of its shroud, the girls began to move away from Helen's desk.

■ Helen pushed the sign away. Mr.

Farley<sup>70</sup> had told her there would be times when she would hate it.

"They're *sorry* I wasn't demoted," she whispered.

She felt a<sup>71</sup> hand cover her's and turned her head. Through some very unbusinesslike tears, she faced Karen who still sat beside her desk.<sup>72</sup>

"We're not *sorry*, Helen. We're *ashamed* of ourselves. We've been pretty nasty and I've been the nastiest of all," Karen<sup>73</sup> confessed. "I resented your promotion. I resented the fact that you were doing a good job. And believe<sup>74</sup> it or not, I especially resented that little sign on your desk."

Karen stood up. "But sooner or later<sup>75</sup> we would have had to admit that things were running smoother, that

rush jobs were at a minimum, and that we were<sup>76</sup> accomplishing more with the same amount of effort. We admitted it sooner, thanks to the repair work on your sign."<sup>77</sup>

Karen stooped over, removed Helen's purse from her desk drawer and handed it to her. "Now, madam," she said in her<sup>78</sup> usual pert tone, "I think another repair job is in order. You'll find the ladies' lounge four aisles over and<sup>79</sup> to the right."

■ "Thanks, Karen," Helen said gratefully.

She smiled slowly. Mr. Farley had neglected to mention that<sup>80</sup> there would also be times when she would love that little sign on her desk "Helen Jansen, Supervisor." (1618)

## The Fugitive File

JILL JESSEE

■ While Iris's fingers were doing a sprightly tap dance on the keyboard, her pretty eyes, which matched her name, strayed for<sup>1</sup> one split second to her wrist watch. Just fifteen minutes to go! Perfect timing! The report in her typewriter was<sup>2</sup> down to the last three paragraphs, a few things had to be filed and her desk tidied—then, after a quick but deft make-up,<sup>3</sup> she could be off to the bus stop for the 5:50 bus to the beach. Even though the air was full of fall, there<sup>4</sup> would be one more beach party by moonlight, with everyone gathered around the fire to roast hot dogs and sing<sup>5</sup> sentimental songs. Autumn, with its pungent haze, its ephemeral sadness, its dying blaze of color, was Iris's<sup>6</sup> favorite season; and her eyes sparkled with anticipation as she unrolled the last sheet of the report<sup>7</sup> from her typewriter.

Three minutes of five! Iris's buzzer sounded preemptorily; but she answered the phone<sup>8</sup> in her usual calm, efficient voice. "Yes, Mr. Holmes?" (What could he be wanting at this eleventh hour!)

"Oh, Miss<sup>9</sup> Evans, before you go, will you please bring me the Massey-Carlton file? I'm expecting Mr. Carlton at<sup>10</sup> 5:30, direct from the airport, to discuss details of our contract with his firm. I'll need all the correspondence<sup>11</sup> and the copies of our bid, although I feel quite confident the deal will go through."

"That's splendid, Mr. Holmes. I'll bring<sup>12</sup> the papers in right away."

"Thank you very much, Miss Evans," and the sure tone of his voice was snipped off with the soft<sup>13</sup> sound of the receiver returning to its cradle.

■ Confidently and quickly Iris pulled out the file drawer marked<sup>14</sup> A to M.

The familiar Massey-Carlton file would be almost at the back of the drawer. She could have found it in<sup>15</sup> the dark. Her fingers flipping the file folders suddenly stopped short. *The file wasn't there!* "Oh, well," she thought, "it's just out<sup>16</sup> of place probably." But an examination of every folder in the drawer failed to produce the right one.<sup>17</sup> Iris frantically pulled open the N to Z drawer and scanned its contents for the misplaced folder. *Not there, either!*<sup>18</sup> Her eyes sought the hands of the clock desperately. 5:12! Horrors! she'd never make her date if she didn't find<sup>19</sup> that file in a matter of seconds.

Of course, she reasoned, Mr. Holmes must have taken it out himself when she was<sup>20</sup> absent from the office, then for some reason set it to General File. Miss Watkins, the file clerk, would be gone by<sup>21</sup> now, but George, the office boy, could get it for her while she straightened up her desk. She gave his buzzer a hasty jab,<sup>22</sup> reached for the dust cloth, then covered her typewriter.

George's head appeared around the door. "Did you buzz me, Miss Evans?"<sup>23</sup>

"Yes, George. I can't find the Massey-Carlton folder in my own files. Will you see if it's in General File—and do<sup>24</sup> hurry! I'm dashing for a picnic!"

George reappeared in a few seconds, pulling furiously at his right ear,<sup>25</sup> his usual toothy grin conspicuously absent. These were sure signs of agitation. "No ma'am, the file isn't<sup>26</sup> there. But Miss Watkins did send me with a big, fat folder to Mr. Jacobs' office yesterday. Do you suppose<sup>27</sup> that's what you're after, Miss Evans?"

■ The buzzer interrupted Iris's reply, but her mind was more at ease.<sup>28</sup> "Yes, Mr. Holmes, I'll be there in a moment." Whereupon, she fled down the hall to Mr. Jacobs' office. She reasoned<sup>29</sup> on



the way that an executive vice-president probably did have the right to any file folder in<sup>30</sup> the place, but how could she ever keep track of things if, first, Mr. Holmes misdirected the file, then Mr. Jacobs<sup>31</sup> added to the confusion by requesting it and not returning it.

Mr. Jacobs had gone for the day, but<sup>32</sup> his secretary was just putting on her hat. "Oh, Dottie, does Mr. Jacobs have the Massey-Carlton file? I've<sup>33</sup> just got to find it, or I'm going to be unemployed in exactly five minutes! And, almost worse than that, I'll<sup>34</sup> miss a wonderful beach picnic. The last bus leaves at 5:50, and it's 5:25 now. Let me use your phone,<sup>35</sup> please!"

"Hello, hello, Mary! Look I've got troubles. Mr. Holmes must have some papers for a conference, and I can't<sup>36</sup> find them. And I can't leave until I do. Just go on without me. And, Mary, blow a kiss to that man in the moon<sup>37</sup> for me, will you?"

Dottie was sympathetic when Iris hung up the receiver, but she had seen nothing, heard nothing,<sup>38</sup> knew nothing about the fugitive file. She did, however, have a suggestion. "Why not try Mr. Stewart?<sup>39</sup> You know how busy he is and always working with stacks of papers and files. If you can beat a path to his desk,<sup>40</sup> I'll bet you'll find Massey-Carlton!"

■ **Stacks was right**, but there was the precious lost-and-found folder second from the bottom<sup>41</sup> of a wobbling pile of miscellany. Iris snatched it and dashed madly to the front office, bursting through Mr.<sup>42</sup> Holmes's door like a zombie, utterly forgetful of his visitor. Iris was mortified—at her distraught<sup>43</sup> appearance, her unseemly entrance, her unbusinesslike manner. But, thank heaven, Mr. Holmes didn't seem unduly<sup>44</sup> upset. Obviously, Mr. Carlton intended to sign on the dotted line.

"Miss Evans, this is Mr.<sup>45</sup> Carlton. He tells me that he can't get a plane back until midnight. A wonderful chance for him to see what a<sup>46</sup> prosperous little city we have! But, unfortunately, I've got to make that dull speech at the Chamber of Commerce<sup>47</sup> dinner. No place to take a lively young man. Oh, well . . ." Mr. Holmes's voice trailed off in a sigh.

Iris didn't<sup>48</sup> think their out-of-town visitor looked too crestfallen, so she wasted no words and no sympathy. Her mind was<sup>49</sup> traveling fast. If she flew, she could get a cab and catch that last bus at Locust and Waverly.

"I'm sure Mr. Carlton<sup>50</sup> will forgive you this time," Iris said. "And I do hope, Mr. Carlton, that you'll find our city interesting.<sup>51</sup> I'm afraid, though, it isn't so much different from other cities.

It's the beach that's really our civic pride!<sup>52</sup> Good night, and we'll look forward to your next visit."

■ **Eight minutes later** found Iris on the curb waiting for a<sup>53</sup> taxicab and making resolutions that never again would she get in such a jam. It was too high a price to<sup>54</sup> pay for carelessness, even if it wasn't her own. She'd see to it that everybody in the office got<sup>55</sup> back into the habit of using the out-file cards. After all, the system was instituted purposely to<sup>56</sup> prevent such situations as this one.

Just as the taxi saw her signal and was drawing up, she felt a light<sup>57</sup> touch on her shoulder. Mr. Carlton!

"Oh, Miss Evans," he said, as she

half turned about, "I'm so glad I caught up with<sup>58</sup> you. I was hoping you could tell me how to get to that civic-pride beach of yours. After all, I may as well see<sup>59</sup> the best your city has to offer!"

Iris hurried him into the cab beside her, breathlessly giving the driver<sup>60</sup> instructions and explaining to Mr. Carlton all at the same time about racing to overtake the last<sup>61</sup> bus to the beach. Then, she paused suddenly and really noticed him for the first time. There was something indefinably<sup>62</sup> special about him. Moreover, he seemed strangely pleased with himself. But all he said at the moment was, "You<sup>63</sup> know there'll be a full moon tonight!" (1266)

## It Happened Sunday Afternoon

A story graded to the vocabulary of the first six chapters of the Manual

HELEN WALKER

■ **"Nothing ever happens around here!"**

"I know, dear," said Mother, who knew that Marian had quarreled with young Tom Ellis<sup>1</sup> and was finding time heavy on her hands.

"Bang! bang! bang!" With a flourish of shooting irons, seven-year-old Junior<sup>2</sup> leaped into the living room, a holster on each hip. "I'm the Lone Ranger! Get out of my way, or I'll shoot you<sup>3</sup> dead!"

"Now something is happening around here," said Dad from behind his Sunday paper.

Marian sighed wearily.<sup>4</sup> "If you could call Junior *something*," She flopped down on the couch and began looking through a magazine.

"How would you like<sup>5</sup> to go to the lake and take a picnic supper?" asked Mother.

■ **Junior's eyes** took on the look of adventure. "Oh, boy!<sup>6</sup> We could fish some, couldn't we, Dad?"

"Sure could," his father answered. "Sounds swell. What do you say, Marian?"

"Oh, all right," she<sup>7</sup> agreed, her weariness breaking a little.

With miraculous speed, Mother managed to get the picnic food<sup>8</sup> together. Soon they were on their way, and Marian's spirits had risen so much that she was leading the family<sup>9</sup> in singing all the popular tunes and many old ones that Dad liked.

They found their favorite picnic spot and parked<sup>10</sup> the car in the shade nearby. While Dad and Junior went off to do a little fishing, Marian stretched out

in the<sup>11</sup> sun and Mother, with a cushion at her back, relaxed against a tree to read her book.

There was a quick movement in<sup>12</sup> the bushes near the car. Mother and Marian jumped up in stark surprise when they saw a man with a pistol pointing<sup>13</sup> toward them.

■ **"Get your hands up,"** he ordered, "and don't say a word!"

He drew nearer the trembling women. "I'll take your rings<sup>14</sup> and watches." He pointed the gun right at Marian. "You, take off your jewelry and hand it over."

Marian<sup>15</sup> stood in paralyzed horror, just looking at him. With a quick blow of his left hand, he struck her across the face. His<sup>16</sup> voice had a terrible softness. "Take it off, I said."

"Yes, yes, I will," she sobbed as she took off her little gold watch<sup>17</sup> and the opal ring her parents had given her for graduation.

"You can't do that," Mother protested weakly,<sup>18</sup> but the man ignored her.

Just then she saw Junior strolling up from the lake. She tried to motion him back; but Junior,<sup>19</sup> like the good Wild West cowboy he was, took in what was happening and wouldn't be sent away.

■ **"Now, lady,"** the man<sup>20</sup> said to Mother, whose teeth were chattering from nervousness, "let's have your wedding ring and that cameo at your neck."<sup>21</sup>

As she was taking off the cameo, she saw Junior pull a sling shot out of his pocket. He reached down and picked<sup>22</sup> up a stone.

The next moment the robber was yelling with pain and holding his hand

to his head. He dropped the pistol<sup>23</sup> and the jewelry and ran.

Mother rushed over to Junior. "My baby!" she exclaimed, hugging him to her.

■ Marian<sup>24</sup> sobbed in relief as she threw her arms around her little brother. "Darling!" she cried, "you saved our lives!"

"How did you<sup>25</sup> know he wouldn't shoot you, Son?" asked Mother.

Junior, smothered by so much feminine attention, pushed them away.

"Don't<sup>26</sup> you think I know my own cap pistol that I left in the car."

They looked down and saw lying on the ground at their feet<sup>27</sup> the child's pistol that the robber had dropped.

■ "What goes on here?" asked Dad, who had just come up from the lake with a string of<sup>28</sup> fish.

Marian grinned sheepishly. "Oh, just a little game of cops and robbers that Junior knows how to play," she replied,<sup>29</sup> with a knowing glance at her mother. (587)

## Noise Can Drive You Crazy

### You can help curb unnecessary noise

B. E. WOODBURY

■ Science hasn't yet discovered what kind of noise bothers oysters. But the experts know what noises irritate humans<sup>1</sup>—any noise at all, when there is enough of it.

Medical experiments show that noise where we work, where we<sup>2</sup> live and sleep, and while we travel to and from work, can cut down our efficiency, impair our peace of mind, health, and<sup>3</sup> comfort. Noise, they say, brings loss of sleep, tired nerves, and poor digestion.

Contrary to popular belief, we never<sup>4</sup> completely adjust our physical, mental, or nervous mechanism to noise. No matter how familiar a<sup>5</sup> repeated sound becomes, it never passes unheard. Even when asleep, we "hear" sounds entering our bedrooms, for<sup>6</sup> they register on our minds and cause unnecessary mental activity.

Surveys of the most annoying<sup>7</sup> noises list automobile horns, squealing brakes, city buses, and motorcycles as the worst offenders. Close to<sup>8</sup> the top among other objectionable sounds are over-loud radios that belong to somebody else,<sup>9</sup> factory whistles, riveting, pneumatic drills, and noisy games and parties. Strangely enough, barking dogs and howling<sup>10</sup> cats are not considered so noisy as cartoonists often depict them.

■ How much do you contribute to the<sup>11</sup> general noise? Do you blow your automobile horn only when it is absolutely necessary? Do you speak<sup>12</sup> more loudly than you need to? Do you play your radio at full volume? Do you use machines in your office,<sup>13</sup> factory, or home that are needlessly noisy? Surely if you do, you don't do it purposely.

You probably are<sup>14</sup> considerate of others.

If other persons create noise, must your own personal efforts toward quiet go for<sup>15</sup> nothing? You can help. In your community there probably are one or more groups working for noise abatement. They<sup>16</sup> may be the Health Department, the Police Department, the Chamber of Commerce, or the local newspaper. To a<sup>17</sup> large extent, they depend on you and other citizens to tell them where there is excess and useless noise and what<sup>18</sup> noises are irritating. Don't be ashamed to complain. These organizations, with your co-operation, will<sup>19</sup> help correct the situation so that you and your neighbors can have the peace and quiet to which you are entitled.<sup>20</sup> Don't let noise drive you out of your head.

Mother probably isn't kidding when she admonishes: "If you don't<sup>21</sup> stop that racket, you'll drive me crazy." (426)

### Junior O.G.A. Test for October

■ Hi, Bob! A group of us decided to go horseback riding Saturday. We had a very nice ride, all of us<sup>1</sup> except Ted Black. His horse got balky in the park—wouldn't even trot—then, when Ted got off to look for a switch, it<sup>2</sup> bolted and he had to chase after it. He finally caught up with the horse when it had just about reached the stable.<sup>3</sup> The whole thing was very funny to all of us but Ted. He says he's going to bring a hobby horse the next<sup>4</sup> time we go riding.

See you Wednesday. Tom (87)

## Electric Typewriters

(Continued from page 82)

us to observe the results of pupils who had had only a few weeks on the manual typewriters, pupils who had had a full year on the manual, and pupils who had had two years on the manual. We were also able to observe and study pupils beginning their formal transcription work as well as those pupils who had started their transcription work on the manual and then were transferred to the electrics.

• What are some of the points "on the other side"?

1. Teaching the setting of marginal stops on some of the electrics presents more of a problem than on a manual typewriter.
2. When a machine goes "dead," there is no further usefulness until repaired. A manual, although not in the best of working condition, may, most of the time, still be used.
3. The teacher must be on guard at all times to be sure that the motor switch is in "Off" position when the machine is not in use.
4. The techniques of making corrections—especially "crowding" and "spreading"—are not as simple as on the manual.
5. Although minor adjustments on the electrics may be made by a manual repairman, for assured repair work, a special repairman needs to be secured for electrics.
6. Purchasing one electric machine may mean postponing the purchase of two new manuals or trading in several manuals for new manuals.
7. Many teachers, through years of experience, are able to make necessary minor adjustments and repairs on manuals. Such a saving of time and money would not likely be possible with a highly mechanized electric typewriter.
8. Changed keyboards on some electrics present a problem to pupils transferring from those electrics to manuals.
9. On a manual typewriter the typist may return the carriage to any desired point on the scale. However, on the electrics a complete return of the carriage is necessary before tabulating to a point between the marginal stops.
10. Unless the school plant is comparatively new, there is some expense entailed in installing outlets, etc.
11. Unless there are enough machines for an entire class, there is a "Battle of Electrics vs. Manuals" among the pupils.
12. Unless cords are arranged so as to be out of the way, they may present an accident hazard.





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## Arithmetic Instruction

(Continued from page 85)

ther interpretation of these graphs are good arithmetical activities. In home-economics classes, such topics as planning food purchases might have arithmetical aspects.

The actual purchasing of food has much arithmetic value. It is a lot of fun for students to go to supermarkets, where every item has a price marked on it, and to figure out which particular can or box, according to its weight and cost, will give the best value.

■ **Newspapers as Source Material**—The newspaper is a fertile source of material for the social phase of arithmetic. In one Sunday edition of the *New York Times*, there were a great many other items that could have been used, but the following illustrations will suffice to indicate the material available.

1. "The Associated Press said that the United Nations forces had withdrawn to a new defense perimeter four miles north of Seoul." Would not this topic be a better approach to the meaning of perimeter than the use of polygons?

2. "Welfare expenditures in England can be held to the present level of 400,000,000 pounds a year." The teacher could use this news to interest the boys and girls in looking up the current quotation on the pound and to find the dollar equivalent of the amount mentioned.

3. "Price ceilings on beef will roll back nine or ten cents a pound. New York City consumers will save \$80,000,000 a year. The nation will save \$700,000,000 on \$7,000,000,000 spent annually." Several problems in arithmetic can be derived from this report. At the same time, the students will be discussing a vital current problem.

4. Another item was about the average ceilings on prices that a packer is allowed in his purchases during a monthly accounting period. The students' knowledge of "average" is probably limited to an average of their marks, and this article would furnish a good opportunity to extend their knowledge of the term.

■ **Summary**—The teacher of consumer arithmetic, either as a separate course or as a topic in general mathematics, has a splendid opportunity to develop in his students not only the knowledge of computative arithmetic but also social and civic competence of the members of his class.

It is a difficult subject to teach, but if the teacher selects topics carefully, knows the background of his students, and uses current materials, the students will enjoy the subject, and gain much useful knowledge from it.

## Key to the WWT (page 96)

1. (1) No period after 1951.
2. (2) Insert comma after *Robins*.
3. (3) *Avenue*, not *Ave*.
4. (4) No comma after *San Francisco*;
- (5) *California*, not *Calif*.
5. (6) *Gentlemen*, not *Dear Sir*.
6. (7) Transpose Attention line between address and salutation; (8) *ATTENTION*, not *ATT*; (9) insert colon after *ATTENTION*.
7. (10) *mousetrap*, not *mouse-trap*;
- (11) *world*, not *World*; (12) insert hyphen at end of line—*pathway* is one word.
8. (13) Insert closing quotation marks after *door*; (14) no comma after *So*.
10. (15) *its*, not *it's*; (16) *implies*, not *implys*; (17) delete one of the hyphens between *implies* and *permits*; (18) *erasures* incorrectly divided—*e-ra-sures*.
12. (19) *It's*, not *Its*; (20) insert comma after *form*.
13. (21) *magic*, not *majic*; (22) insert comma after *required*.
14. (23) *absorbed*, not *abzorbed*; (24) *absorption*, not *abzorption*.
15. (25) *15*, not *fifteen*; (26) *1-ounce*, not *one ounce*.
16. (27) *applicator*, not *applicater*; (28) *Perfect*, not *Prefect*; (29) *are*, not *is*; (30) *guaranteed*, not *garanteed*.
18. (31) Indent paragraph; (32) insert hyphen between *ERASUR* and *NEAT*.
19. (33) *filings*, not *fillings*; (34) omit hyphen in *retyping*; (35) *correspondence*, not *correspondents*.
20. (36) *permits*, not *permitts*.
21. (37) *copies*, not *copys*; (38) *smearing*, not *smeering*.
22. (39) *to*, not *too*; (40) *ERASUR-NEAT*, not *erasur-neat*.
23. (41) *send*, not *sent*; (42) *Mr.*, not *Mrs.*; (43) insert question mark after *Keeter*; (44) insert hyphen after *postage*.
24. (45) *postal*, not *postel*.
25. (46) *cost*, not *costs*; (47) *1-ounce*, not *1-oz.*; (48) *magic*, not *majic*; (49) *50 cents*, not *50¢*.
26. (50) *size*, not *sighs*; (51) *\$6.50*, not *\$650*; (52) *allowed*, not *aloud*; (53) *quantity* incorrectly divided—*quan-ti-ty*.
27. (54) *hear*, not *here*; (55) *test*, not *text*.
28. (56) *Your*, not *Your're*.
29. (57) *Very*, not *very*.
30. (58) Dictator's initials are *FR*, not *RF*; (59) *Ross*, not *Rass*.

## O.G.A. Membership Test

■ Well-directed enthusiasm is energy under the boiler. It is a fire where a fire belongs. Some<sup>1</sup> enthusiasm reminds one of the forest fire that destroys even an innocent neighbor's property.<sup>2</sup> Well-directed enthusiasm walks over prejudice, tramples down opposition, ignores inaction, and storms<sup>3</sup> the very gates of success.

Well-directed enthusiasm is a virile power that pays dividends. It<sup>4</sup> picks up the tangled threads of some failure and creates, on the very spot of this failure, a lasting success.<sup>5</sup> Well-directed enthusiasm is the fire of reason, the triumph of thought in action. Do not, therefore, allow<sup>6</sup> your work to become humdrum.—Adapted (127)

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## : Wits and Wags

■ A farmer's barn burned down, and the agent for the insurance company, explaining the policy that covered the structure, told him that his firm would build another barn of similar size instead of paying the claim in cash.

The farmer was furious.

"If that's the way your company does business," he exploded, "you can just cancel the insurance policy on my wife."

■ A cannibal took his baby to a witch doctor and said, "Doc, I don't know what's the matter with him—he just won't eat anybody."

■ "This seal coat is fine. But will it stand rain?"

"Madam, did you ever see a seal with an umbrella?"

■ Lady: Have you ever been offered work?

Tramp: Only once, madam. Aside from that, I've met with nothing but kindness.

■ "Tell the court how you came to take the car."

"Well, the car was standing in front of the cemetery, so I thought the owner was dead."

■ Hostess: Our dog is just like one of the family.

Bored Visitor: Which one?

■ Passenger: Let me off at the next stop, conductor. I thought this was a lunch wagon.

■ A very thin man met a very fat man in a hotel lobby.

"From the looks of you," said the fat man, "there might have been a famine."

"Yes," was the reply, "and from the looks of you, you might have caused it."